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ABSTRACT

A brief discussion of the development of a handbook to be used as a training aid by student assistants in the reference room of a university library and a review of the literature on such training introduce a handbook which was developed at Mankato State University. Designed to provide both informational sections and programed exercises to aid new students in the reference room, the handbook covers the card catalog and Library of Congress Subject Headings, closing procedures, college catalogs, MINITEX/interlibrary loan, online catalog, processing college catalogs, processing ready reference materials, questions frequently asked, ready reference, returning materials to other areas, scheduling, shelf reading, shelving, tattle-taping, the telephone, telephone directories, time sheets, validating print requests, and weekend duty. A summary and recommendations conclude the report, and a 54-item bibliography lists books, ERIC documents, periodical articles, and nonprint materials. (RBF)

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DEVELOPMENT OF A HANDBOOK FOR STUDENT ASSISTANTS IN THE MEMORIAL LIBRARY REFERENCE ROOM AT MANKATO STATE UNIVERSITY

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by

Sandra F. Mitchell

A thesis submitted in partial
fulfillment of the requirements for the
degree of Specialist at
Mankato State University

Mankato, Minnesota
August, 1981

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Abstract

DEVELOPMENT OF A HANDBOOK FOR STUDENT ASSISTANTS IN THE MEMORIAL LIBRARY REFERENCE ROOM AT MANKATO STATE UNIVERSITY

Sandra F. Mitchell
Specialist Degree in Curriculum and Instruction
Mankato State University, 1981

The purpose of this study was to develop a handbook to be used as a training aid by student assistants in the Reference Room of Memorial Library at Mankato State University.

The handbook was designed to provide both informational sections and programed exercises to aid new students in the Reference Room in learning the many tasks associated with their work. An important function of the handbook is to reduce the excessive demands on the librarians' time which were, in the past, necessary when training students individually. The handbook was also designed to assure consistent training for all students, allowing them to work at their own pace and providing them with materials which can be reviewed as necessary.

Included in the handbook are exercises utilizing programed instruction to train students in tasks such as shelving, shelf reading, and using the card catalog, the online catalog and the telephone system.

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Chapter 1

INTRODUCTION

The Reference Room in Memorial Library at Mankato State University houses a collection of approximately 20,000 volumes. Included in this collection are a number of tax, law and business materials which are updated through loose-leaf or pocket inserts. The frequency with which updating materials are inserted can be daily, weekly, monthly or at irregular intervals.

Extensive MINITEX and Interlibrary Loan operations are conducted by the Reference staff. Through these two systems library materials are borrowed from and loaned to other libraries.

The Reference Room is adjacent to the Catalog Room which houses the largest concentration of Memorial Library's computerized catalog terminals. Maintaining these services and giving assistance with these information sources requires a carefully trained contingent of student assistants who work with the Reference staff.

The number of students working in the Reference Room varies from quarter to quarter, averaging about fifteen to twenty, dependent primarily on the number of students available through state and federal work-study programs who are assigned to the Library and subsequently assigned to the Reference Room. These programs are designed to provide financial assistance to college students through part-time employment. The Financial Aids Office at Mankato State University asks students desiring work-study funds to fill out a Family Financial Statement. From that statement the student's financial needs are determined and the allocation of work-study funds is made (Mankato State University: 1, 30). Therefore, students who are assigned to the Reference Room come with varying numbers of hours to work as determined by their work-study allocations. The number of hours students work generally ranges from five to fifteen per week with an increasing number of students each quarter receiving work-study allotments which will allow them to work only five hours per week. Students are scheduled to work in the Reference Room according to both the Reference Room needs and the students' class schedules. Therefore, the number of students scheduled to work in the Reference Room may vary each day.

Students applying for work-study funds are given the opportunity to request placement in the Library. This does not necessarily mean that they have an interest in library work, nor does it indicate previous experience in libraries. Most work-study students come to the Reference Room without experience and with career goals other than librarianship.

Some students experience difficulties or delays in processing work-study requests; thus they may arrive with a work-study assignment in the Reference Room at intervals throughout the year, rather than during the first week of each quarter.

Student assistants in the Reference Room perform a large number of varied duties. In addition to the normal tasks assigned to student assistants in libraries such as shelving, typing, checking, collating, etc., they assist the staff with the updating of serial services by filing, operate and sometimes assist patrons with the online catalog computer terminals and do much of the work involved in our MINITEX and Interlibrary Loan operations. The Reference staff processes more than 10,000

Interlibrary Loan requests per year. To maintain these services requires approximately 1,600 hours of student help annually. Students retrieve books and journals from other areas of the Library, do extensive photocopying of journal articles, verify titles and sort and process incoming MINITEX materials. Many of these duties require extensive training. Lacking a staff member who can devote a major portion of her time to student assistants, the training, in the past, has lacked continuity and consistency. This training has often been the responsibility of the librarian on desk duty at the time, regardless of other demands associated with staffing the information desk. It has become apparent that an organized, efficient, consistent means of training student assistants is not only desirable but necessary. In the rapidly changing field of library work, the increasing demands on professional staff time to provide additional services, serve on committees and meet patron needs for information, it is important to develop a method which will require less professional staff time in order to train student assistants.

Several options were explored. As each was considered, these principles of learning suggested by Castetter (1976:292) were kept in mind:

> . . . responses are reinforced, in the sense of being followed by some reward, or information that the response has been made correctly.
>
> The learner is an active participant in the learning process rather than a passive listener . . .
>
> The new responses to be learned are broken up into learnable units, and presented in an appropriately paced sequence.
>
> The learning situation allows for individual differences in the speed of learning . . .

Group training sessions are generally seen as impractical. Difficulties in scheduling a large number of students for an adequate length of time generally prohibit the use of group sessions. Also, in past experience, group training sessions have not proven a productive means of teaching the skills necessary for Reference student assistants; they have been successful only as a means of relaying general information. The time required to prepare audio/video materials for each of the detailed tasks to be performed by Reference Room students is a deterrent to the use of this format. In the current financial situation in the Minnesota State University System the implementation of a system of computer assisted instruction is not deemed possible and would not, in many instances, lend itself to efficient training of student assistants.

Statement of the Problem

Thorough training of student assistants is essential to the efficient operation of the Reference Room. Establishing a satisfactory training program for student assistants has proven an extremely difficult task because of the numerous and varied duties which are performed by the students. It has been further complicated by the fact that not all students report for work at the same time during the quarter, their hours change from day to day and they often have very few hours to work each week.

Plan for the Study

Through consideration of different approaches to training, it is readily apparent that a training manual will best meet the need. Dorothy Sargent (1950:62) in fact, states emphatically, "Manuals have to be written." Nathan Smith (1971:13-15) reported on a study in which programed instruction proved a valuable tool for training student assistants and the development and use of a programed exercise to train student assistants to do the shelving of materials in the Mankato State University Memorial

Library Reference Room has proven successful.

A handbook will be developed to use as a training aid for the Reference Room student assistants. This handbook will be a combination of informational sections and programed materials which will consist of exercises the students will complete as they learn to do their work in the Reference Room. The handbook will include only those tasks which can be taught through written directions and which students can use independently; other aspects of their training will need to be individually handled by the Reference staff.

The initial steps in the development of the handbook will be to identify all items which need to be included. This will be done through personal observation, through consultation with other Reference staff members and with student assistants and through a review of the existing student handbook. A list will be compiled which will be carefully examined to determine which items should be presented as informational material only and which should be presented as programed exercises.

The sections of the handbook will then be written. In most cases, this will mean writing an entirely new section; in others, the portions of the existing handbook can be adapted.

Importance of the Study

The value of using student assistants in a university library is generally accepted. Lyle (1974:164) states, ". . . librarians can hardly escape the necessity of employing and training student assistants". The tasks they perform are numerous and varied. They shelve and file, retrieve and return materials, do photocopying, typing, checking, sorting, stamping, pasting, collating. They operate sophisticated computerized equipment. They staff sound and video recording studios, operate cameras, splice film and repair equipment. They work at circulation desks checking materials in and out. They make an important contribution by providing the personnel which is necessary to keep a university library open long hours, especially on nights and weekends.

Because there are a large number of students involved in a broad range of activities, supervision and training is often a problem for the staff. Yet, in order for all these duties to be carried out in the most accurate and efficient manner, training is of vital importance. Therefore, it is necessary to devise a means through which students can be trained, step by step, in their various duties without demanding unreasonable blocks of time from the professional staff. It is important that each student be given equal opportunity for thorough training and that training be consistent for all students. It is also important that students be allowed reasonable time to absorb the details of various routines at a rate commensurate with their abilities.

The handbook which is being written is an attempt to provide the consistency, flexibility and comprehensiveness which is necessary to properly train student assistants to perform the diverse tasks which are essential to the operation of the Reference Room.

Limitations

As this handbook is being prepared for a specific area in a given library (the Reference Room in Memorial Library at Mankato State University), it will probably not be applicable to any other situation. It is hoped, however, that the materials which are developed will be adaptable to other libraries or to other areas within Memorial Library.

The time and the funds which are necessary for their preparation prohibit the development of alternative programs such as computer assisted instruction or audio/video presentations. Therefore, a comparison study in order to determine the most desirable method of training student assistants will not be possible.

Definitions of Terms

College federal work-study program. A federally funded program designed to stimulate and promote part-time employment for students who are in need of funds to meet their education costs (Mankato State University:1).

Handbook. A compilation of information and procedures for performing specific tasks related to the duties of a particular position (ALA:106, adapted).

Interlibrary loan. A cooperative arrangement among libraries by which one library may borrow material from another library (American Library Association:75).

Manual. This is used interchangeably with the handbook.

MINITEX. (Minnesota Interlibrary Telecommunications Exchange) A network of academic, public,government and medical libraries working together to share existing resources to better provide information . . . a library network involving one hundred fifty-eight libraries in Minnesota, North Dakota, South Dakota, and Wisconsin (MINITEX:i).

Programed instruction. Instruction . . . programmed to help pupils attain a specified level of performance by (a) providing instruction in small steps, (b) asking one or more questions about each step in the instruction and providing instant knowledge of whether each answer is right or wrong, and (c) enabling pupils to progress at their own pace (Good: 1973:306).

Note: Programed is often spelled "programmed". In this paper it will be spelled as such only in direct quotations.

Reference service. A library's activity in seeking to locate and supply specific information requested by library users and in assisting patrons to use the resources of the library (Mushake, 1968:10).

State work-study program. A program of the State of Minnesota designed for students who do not meet the requirements of the College Federal Work-Study Program but who seek employment to meet educational expenses (Mankato State University:30).

Student assistant. A student employed part-time in the library of a university, college or school to perform non-technical or non-professional duties under the supervision of the professional staff (American Library Association:135).

Chapter 2

REVIEW OF THE LITERATURE

In preparation of this paper, searches for pertinent information were made in Library Literature, Education Index, ERIC (including Current Index to Journals in Education), Comprehensive Dissertation Abstracts, Masters' Abstracts, and Library and Information Science Abstracts. The subject matter of this study produces an enormous amount of material when the parts are considered separately. When combined, the resulting literature was extremely limited. Therefore, it was decided to do a selective survey of the three major aspects, namely (1) library student assistants, (2) programs and procedures used to train students and (3) programed instruction.

The subject of student assistants in libraries produced a respectable body of information in the professional literature. In the preliminary stages of this research, many works from the first half of the century were investigated. It soon became apparent that, given the complex organization, administration and operations of a modern university library, these works had little or no relevance for this study. While no arbitrary cutoff date was set, it was determined that it would be most productive to limit the research to more recent publications, approximately the past ten to fifteen years, but not eliminating important earlier works.

Much in those early works related to the selection and evaluation of student assistants. They were often characterized as a select, highly dedicated group of students, privileged to work in libraries. In today's college and university libraries, the majority of student assistants are employed with funds provided by the federal College Work Study Program and similar state programs. While this increases the number of students libraries are able to employ, it seriously hinders selection or evaluation capabilities. Students are assigned to the Library by the campus Financial Aids Office. The Library administration accepts these students and assigns them to various units within the Library. As Gaines (1977:7) states, "Thus many librarians have little or no choice in the appointment of many of their student assistants, while at the same time they continue to be held responsible for the quality and efficiency of library operations." Two other conditions which were emphasized in the early literature were wages and the number of hours that student assistants worked. These considerations are also eliminated under work study programs. All students are paid minimum wage with increases coming only after a given number of hours are accrued. The number of hours the students are permitted to work is determined by their work study allotments (Mankato State University:17).

In 1953 Charles Packard studied the selection, training and use of student assistants in six state teachers colleges in New Jersey. These colleges hired students under a legislatively instituted and funded work scholarship program which Packard noted ". . . is the determining factor in the operation of the student assistant program in the libraries of the state teachers colleges" (1953:40). Under that program he felt it useless to recommend any changes regarding selection, rate of pay or number of hours students worked in order to enhance the use of student assistants in libraries, even though all these conditions needed change (Packard, 1953:44-46).

A comprehensive study of the administration of student assistants in programs in three hundred colleges and universities was made by James Gaines (1973:201-202). He found that 80 percent of the student assistants in these libraries worked under some kind of financial aid program and in most cases virtually all students assigned to work in libraries were accepted.

Despite these frustrations, student assistants are and will continue to be an important part of the staff of nearly all college and university libraries (Lyle, 1974; Durey, 1976; Scillia, 1968; Gaines, 1973). Aside from the obvious economic advantages of employing students under programs such as the College Federal Work Study program, two other important factors will continue to necessitate the use of student help in libraries. These are the flexibility in the hours which students can work and the large number of nonprofessional tasks which can be performed by students, thus cutting personnel costs. College students continually request that libraries remain open more hours. Patron surveys conducted in Memorial Library over the past four years have repeatedly produced requests for longer hours. Some patrons will never be satisfied unless the Library can be open twenty-four hours a day. While the number of service hours a library can offer is ultimately determined by the library budget, student assistants do make possible that flexibility which is now enjoyed. As Lyle (1974:165) states ". . . it is possible to get students to work irregular hours such as late evenings and on weekends. . . ."

Most works dealing with student assistants make mention of or list the tasks performed by students in libraries. A composite list from this research includes shelving, shelf-reading, filing, typing, verifying Interlibrary Loan requests, working with book ordering, cataloging and book processing and college catalog collections, serials and vertical files, circulation and reference desk work, writing overdue and waiting list notices, operating photoduplicating machines, preparing materials for binding, inventory, closing the library, messenger work, typing, key punching and operating computers (Goodrich, 1972; Lyle, 1974; Packard, 1953; Gaines, 1974; Brown, 1943). To this list each library might add its own special categories. Certainly an enormous amount of student help time in MINITEX participating libraries (approximately three hundred fifty libraries in Minnesota and the surrounding states) is spent verifying, processing and distributing MINITEX requests and materials. The implementation of the Minnesota State University System computerized catalog access system has both aided the library staff workload and increased it. Location of information and verification of materials is facilitated through the use of computers. Filing is no longer done in the main card catalog. However, much staff time, including that of student assistants, is devoted to assisting and instructing patrons in the use of the computerized system. No longer can we agree with Helen Brown (1943:50) who wrote, "It is most efficient to use student assistants for duties which do not require much training or experience." Susan Goodrich (1972:25) writing of the value of student assistants in the Reference Department said, "[student assistants] are an integral part of the university community and given the proper and deserved recognition, students can similarly become an integral part of library resources." Gaines (1974:4), in fact, states ". . . students are not only less expensive than full-time personnel whose benefits add considerably to their cost, but are generally better workers, being more intelligent and highly motivated than full-time employees in the lower pay grades." When comparing the employment of student assistants to more highly paid, unionized, less flexible paraprofessional and professional staff, it is obvious that student assistants are here to stay. Considering the valuable contributions made to the operation of libraries by student assistants, the profession is well rewarded for the time devoted to their employment and training.

While the necessity of employing student assistants is almost universally accepted, their training to perform the tasks they do continues to be a perplexing problem. Scillia (1968:1) states the situation succinctly,

> Their [student assistants] usefulness depends upon two variables (a) the amount of time the professional staff is able to give to their training and supervision without neglecting its own duties; and (2) the quality of the work the student is able to accomplish within the limits of this training and supervision.

Williams (1969:17) noted that the number of questions asked of pages (student assistants) by patrons necessitated organized instruction.(training). Lyle (1974:165) cautioned that without training and careful supervision "student help is notoriously inefficient." He also tersely reminded librarians that, "In many situations the student assistant represents the library to its users," thus further emphasizing the importance of thorough training (1974:167). Rogers (1971:44) accentuated the need for on-the-job training in all organizations. Wilson and Tauber (1956:280-281) made an important statement when they wrote, ". . . it is not unusual to find administrative laxity in the training and supervision of [student assistants]. Student assistants, no less than other members of the staff, should be subject to administrative demands for efficient performance." This certainly implies careful training.

While there is general agreement on the need for thorough and careful training of library student assistants, almost no one suggests a proven, efficient method for accomplishing this training. Gaines (1977: 218), in fact, states that a thorough study of training methods used with student assistants is the most obvious research topic needed by the library profession relating to student assistants. The most positively stated suggestion seems to be Lyle's (1974:167) rather unconvincing "Some supervisors believe that the best training comes from actually doing the work under careful supervision. . . ." While this ideal would probably gain considerable support, it is generally not feasible given the number of student assistants employed in a library at any time, the wide variety of tasks they perform and the limited staff available to work with student assistants. Littleton (1956:82) wrote, "Training must be systematic and complete; it must be done in a short period of time; and new assistants, and especially the supervisors who train them, cannot be spared from their job during the training period." Yet we must heed Williams' (1969:17) caution that "Within a day or so he [the student assistant] is representing the library's image at the circulation desk, the exit control and on the floor. . . ." Wilson and Tauber (1956:280) pointed to the inconsistency in expending considerable funds to hire student assistants and then being lax in their training.

Packard's (1953:12-15) study reported that the use of group instruction, individual guidance, manuals, instructional sheets, student staff meetings and the rather dubious practice of students teaching students. Gaines (1977:197-198) noted in the summary of the response from three hundred college and university libraries regarding orientation training that library-wide programs were used in only 28.5 percent of the libraries. In a study of one hundred forty-one college and university libraries, Boyer and Theimer (1975:197) found that 80 percent of these libraries were providing no formal in-service training to nonprofessional staff, which includes student assistants. Of the thirteen libraries which were providing training, only five included written manuals as part of that training. Most of these libraries were providing informal training such as tours and general orientation. Scillia (1968:13) noted that her review of the literature revealed both the need for training programs and the lack of any standardization of such programs. This lack of training was also noted by Packard (1953:15). The literature did consistently suggest, recommend or cite the use of some form of training manual or written instructions for student assistants. Both Wilson (1956:281) and Sargent (1950:62) stressed the importance of manuals to ease the burden of training from librarians caused by the rapid turnover of student help. Rogers (1971:44), Berg (1979:12), and Scillia (1968:22) also noted the demands on the time of the staff which can be eased by the development of manuals even though, as noted by Rogers (1971:44), "They are usually expensive to create and a nuisance to keep up." Gaines' (1977:90) study revealed that over half the three hundred libraries surveyed used some kind of written manual or instruction sheets for student assistants. Packard's (1968:42) study of six libraries revealed that most used written materials. In the forward to the fourth edition of their manual for high school library assistants, Keen and Thomasson (1961:forward) quoted their students as saying, "they could not do without it [the manual]".

Although the phrase programed instruction did not appear in the Education Index until 1959, the concept was introduced by Skinner (1954: 86-97) at a conference on trends in psychology in 1954 when he reported on what he termed "promising advances . . . in the field of learning". He spoke primarily of teaching machines which were the forerunner of programed education texts and operated on similar principles. By the early 1960's, programed instruction had been firmly launched in the fields of business, the military and education. Thousands of programs were developed and sold. In 1963 the prestigious education journal Phi Delta Kappan devoted its entire March issue to programed instruction. In sixteen articles the journal offered a cautiously balanced view of programed instruction. Donald Robinson (1963:241) in the editorial spoke of programed instruction as being in its adolescent stage and made a sound assessment that still holds true nearly twenty years later: "Programed instruction must be judged not as it operates alone, but how effective it is when used in conjunction with all of the other appropriate tools. . . ." Almost ten years later Lange (1972:59) reported on the phenomenal growth in the publication of programed materials. The sale of programed texts at the college level had doubled in five years and experienced even faster growth at the elementary and secondary levels. The publishers of programed instruction materials built into their programs the characteristics of (a) clearly defined objectives of learner behavior, (b) individualized instruction, (c) almost errorless steps, (d) stimulus-response capability which reinforces behavior; (e) immediate feedback and (f) errorless, highly successful learning (Selection and Use of Programed Materials, 1964: 32). In fact the statement is boldly made, "If the student does not learn, it is the program that is failing" (Selection and Use of Programed Materials, 1964:33).

Research and critical study on the effectiveness of programed instruction has produced varied results ranging from the remarkable statistics reported by Hughes and McNamara to the more guarded and probing analysis by Kneller and Hackbarth. Hughes and McNamara (1972:229), in a study of the use of programed instruction to train computer service repairmen, reported that 100 percent of the trainees considered programed instruction more effective than conventional instruction, 93 percent found it less difficult and 87 percent liked programed instruction better than classroom instruction. They also reported that programed instruction reduced training time, improved learning achievement and cut training costs. It also allowed for decentralization of training (locally rather than in a central company training center) (Hughes and McNamara, 1972:230). Kneller and Hackbarth (1977:183-186) questioned the traditionally accepted characteristics of programed instruction. Did students really find reinforcement in a situation designed to guarantee success without a great deal of effort? How could programed instruction be considered "individualized" when the objectives are developed for mass production rather than for each student? How can students be said to be learning or understanding when in truth they are only responding? Nonetheless, the authors indicated that programed instruction did have a place in education in presenting "knowledge which already is highly organized and precisely formulated . . . [programed instruction] . . . designed to impart exact information in a readily intelligible form." Lumsden (1974:148) replied to the question of effectiveness of programed instruction as compared to other methods of instruction, "Frankly, we do not know . . ." and quoted Eigen in responding to a question of programed instruction as effective instruction as "Sometimes it is and sometimes it is not" (1974:145). Walker (1968:11) stated that, in his search of the literature on the effectiveness of programed instruction, he found that while students do learn from programed instruction there is no evidence that they learn significantly more than from other forms of instruction. Langdon in writing the preface to Bullock's Programmed Instruction (1978:vi) stated, "If properly applied and validated to the right sort of needs, it programed instruction can be highly effective and efficient. Applied otherwise, it is no better nor worse than any other instructional design." Lumsden (1974:148-150) cautioned against the exclusive use of programed instruction as a means of individualizing instruction but noted the advantages of programed instruction when learner outcomes could be specified in observable, measurable behavioral terms with the probability of every student obtaining these objectives. Educational Media Laboratories listed some other pertinent advantages of programed instruction:

> . Programs, once purchased [developed] and on-shelf are always available.
>
> . Good programs can be instrumental in providing efficiency for systems of instruction where unsupervised or self-instruction is an important feature.
>
> . There is often a more careful matching of student to content with programs which have been specifically designed for students with particular backgrounds and experiences. (Programmed Instruction, 1968)

Programed instruction has been widely used in teaching library skills. While no attempt has been made to gather an array of materials, some readily available texts were examined. Corrigan (1967:7) introduced Sears Subject Headings to cataloging students with a programed text. He combined both branched and linear programing and added text which was explanatory in nature as well. Burrell (1969:7) explained to readers that as they worked their way through his programed text on books and libraries, they would be teaching and testing themselves. Robert and Marian Hinz (1978) utilized branched programing to present ALA rules for filing entries in the card catalog.

Two studies have direct applicability to this paper. Nathan Smith (1971:13-15) reported on the use of programed instruction to train student assistants at Brigham Young University (1971:13-15). Lucy Scillia (1968) wrote a programed text for training student assistants for her master's thesis. This text covers only one aspect of the assistants' work, that of shelving books. Other sources reported on the use of programed instruction with library patrons (Clark, 1978:279-281), library aides (Berg, 1979:11-13) and in library science classes. Richard Walker (1979) evaluated programed materials as used in teaching cataloging at three Wisconsin Universities. Users as young as third, fourth, and fifth graders have been taught to use the card catalog by programed means according to Woelflin (1965). Susan Berg (1979) prepared programed materials for library aides in an elementary school library. Generally favorable reactions to and results of the use of programed materials in libraries have been reported. Scillia (1968:22) called programed instruction "a powerful and efficient teaching tool" for training student assistants in shelving. Berg (1979) enjoyed savings in staff time and enthusiastic student reaction to the materials while teaching meaningful skills to elementary library aides. Woelflin (1965) found that, not only could elementary school children be taught card catalog skills through programed instruction, but the children maintained their interest in the materials for longer periods of time and used the card catalog more then they had previously. The University of Wisconsin Library School developed programed materials as independent study courses for library science students in cataloging and classification classes. They found the learning achievement of the students and the students' reactions to the materials sufficiently high to justify their continued use (Walker, 1968:12). Favorable comments from students who used programed materials were also reported by Walker (1979), Clark (1978), Hughes (1972), and Scillia (1968). Nathan Smith's findings are most encouraging. He characterized programed instruction as "a valuable tool for training student library assistants, which can be substituted for the lecture-demonstration method without any loss of proficiency" (1971:15). He also noted excellent improvement when programed instruction is used for retraining and emphasized the convenience of being able to work the training into the students' schedules.

Chapter 3

STUDENT ASSISTANT HANDBOOK

Reference Room

Memorial Library

Mankato State University

The handbook which was developed for this study is presented here.

STUDENT ASSISTANT HANDBOOK

Reference Room

Memorial Library

Mankato State University

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WELCOME

Welcome to the Reference Room. We are glad you are here. Your work as a student assistant in the Reference Room is very important to us in the operation of the Reference Room and to the Library in the provision of information services to our patrons. It is almost impossible to imagine a university library operating without the assistance of thousands of hours of student help. We hope your work here will be both enjoyable and educational for you. You will learn much about the services and facilities of a library that will be valuable to you in your college career and throughout the rest of your life, as well.

INTRODUCTION TO THE REFERENCE ROOM

The Reference Room serves many vital roles in the total operation of the Library. First, of course, is our function as an information center. Because of our location on First Floor and by the very nature of reference work, we handle many of the questions asked by patrons who wish to use Memorial Library and its facilities. Directional questions can readily be fielded by anyone with a reasonable knowledge of the Library, its services and facilities. Much of this you will learn by observation, in completing your duties as a student assistant, through the tour you will take of the Library, through reading this handbook and The Student's Guide to the Library. As student assistants you will soon be able to handle questions such as, "Where are the magazines?", "What is ERC?", "How do I find the call number for a book?", "Do you have a pencil sharpener?", etc. Questions of a more specific nature should, in most cases, be referred to a reference librarian. We would, in fact, make that a more emphatic statement. As a new student assistant DO NOT TRY TO ANSWER REFERENCE QUESTIONS. Patrons who ask questions pertaining to sources of information need the assistance of people who are, by training, qualified to give that assistance. Just as you are, in your studies being trained to become accountants or teachers or nurses, we were trained to be librarians. Through this training, years of experience and a fairly good knowledge of the resources of Memorial Library, we are able to provide the comprehensive reference service our patrons need and deserve. We consider it the most important part of our work. So, please, leave reference service to reference librarians.

Another important service provided by the Reference Room is obtaining materials from other libraries through MINITEX and Interlibrary Loan. It is an extremely important service of modern libraries which is widely used by our patrons. The help provided by student assistants is invaluable in the MINITEX and Interlibrary Loan operations. Without you, it could not be done. For some of you, almost all of your duties in the Reference Room will be in working with these services. All of you will need some knowledge of them. A later section explains MINITEX and Interlibrary Loan more fully. Study that section carefully to become familiar with the many aspects of the operation of these services.

Staff members in Reference also handle much of the computerized data base searching that is done in Memorial Library. This is a service we offer, for a fee, to patrons who are doing research or trying to keep up with developments in their fields. It is a means of searching for information which is found in journal articles, unpublished reports and other information through the use of computers. (These items cannot be found through the catalog access system which is also computerized but which is used to find materials in Memorial Library. You will learn to use this system, if you have not already done so.) Student assistants are not involved in data base searching, but you should be aware that it is a service we offer, that there is a fee for it and that it will locate materials not found in the catalog. Refer all questions about computer searches to Marilyn Montgomery, Sandy Mitchell or Walt Rostron.

In Reference we have several special collections with which you will soon become familiar, such as college catalogs and telephone directories. We also maintain extensive collections of law, tax and business materials, as well as the major concentration of indexes and abstracts which are to be found in Memorial Library. Many of these materials will cause our patrons some difficulty as they attempt to use them. Gradually you will be able to handle some of these questions, but until you do, always turn questions about these materials over to a reference librarian. Do not be embarrassed to ask for help. We all depend on others to help us find answers.

We think of Reference as a vital, interesting place to work. We feel our work provides valuable services to our patrons, making it possible for them to satisfy their information needs through efficient, effective use of the materials and services of Memorial Library. We consider service to our patrons our most important function and we are dedicated to providing quality service.

We hope that you will enjoy your work here and soon feel that you, too, are making a valuable contribution to meeting the information needs of Mankato State University.

STUDENT ASSISTANTS

Other sections of this handbook detail the work you do as a student assistant in the Reference Room. This section deals more personally with you. By now, I'm sure you are aware of your importance to us and of the necessity for your assistance in accomplishing the tasks of the Reference staff. Our relations with our student assistants have generally been very positive. Some past experiences, however, emphasize the need to put down in print some very basic guidelines for our students. Please read these very carefully and strive to observe them as you perform your duties.

. Most of you come to us through either a state or federal work study program. This title is an unfortunate misnomer, as some students are misled by it. You are here to work, not to study. We do not build study time into your schedule, nor should you plan to spend any of your scheduled duty time in study. There are a few exceptions such as late hours during finals week--but even then, your work comes first.

. We try very hard to schedule your work hours for your convenience. We expect you will respect this effort by being prompt and dependable when you are scheduled to work. If, for any reason you cannot work when scheduled, we expect that you will let us know as far in advance as possible. If you are scheduled for a night or a weekend and find you cannot work, you are expected to find your own replacement and let us know the arrangements you make, in advance.

. There will be occasions when you cannot finish a project on which you are working. Give yourself enough time to put materials away and to leave a note detailing what needs to be done or where you finished. Do not--under any circumstances--leave without making some arrangements for an incomplete job. Let the librarian on duty know the status of the project.

. Some of you will have regular on-going duties in the Reference Room and these will be your first priority. Others will be involved in a variety of activities. When you come to work you should first check these places for work which needs to be done:

--The wire basket where MINITEX or Interlibrary Loan requests are placed. These are for items to be retrieved from other areas. A Reference staff member will explain the procedures to you.

--The shelf containing MATERIALS TO BE RETURNED TO OTHER AREAS. See that section in this handbook.

--Trucks outside the door in the Reference Room holding items to be shelved should be taken care of as soon as possible. Do not shelve materials, however, until you have been trained to do so. See that section in this handbook.

--The bin under the front counter holds materials returned through the book drop. Keep this cleared. If items go on Ready Reference, put the cards back in the pockets and shelve them. If they belong in the Reference Room put them on a truck to be shelved. If they belong in another area, put them on the shelf for MATERIALS TO BE RETURNED TO OTHER AREAS.

--Check the counters for other materials such as college catalogs, books or microfiche which need to be put away.

--Check to see if there is mail to be taken out. Ask a librarian to show you where it goes.

--Check the student workbox on the shelf next to the time sheets box.

--Ask the librarian on duty for work.

Some of our more unpopular student assistants possessed these characteristics:

. Disappearing for periods of time without letting anyone know where they could be found.

. Failing to look for work to do.

- Visiting with friends at length while on duty.
- Leaving work unfinished without providing for its completion.
- Making changes on their schedules without consulting with the librarians or letting us know in advance.

We expect that, being aware of these traits, you will make a special effort to develop NONE of them.

We appreciate your help and look forward to a rewarding experience for both you and the Reference staff.

USING THIS HANDBOOK

This handbook has been prepared with several purposes in mind:

- It will allow Reference student assistants to be trained in many activities without taking the time of a librarian to work with each student individually.
- It will make the training consistent for all students.
- It should allow for thorough training as you go through the information or exercises step-by-step.
- It will allow you to be trained at a time convenient for you and for the librarians.
- You will be able to go through the information or activities at a pace which is comfortable for you.
- You will be able to review information at any time in the the future.

Some sections of this handbook are strictly informational. They deal with information you need to know as a student assistant in Reference. All that will be required of you is careful reading, and rereading, if necessary, to thoroughly understand the information.

Other sections are programed. You may have used programed materials previously, in school or even in other jobs. In these sections there will be a combination of information and of questions for you to answer. The programed sections will be set up in a special format. First there will be some introductory material. Then there will be a line across the page. Then will begin a series of numbered parts. In regular type will be some explanatory information which will be followed by a question for you to answer. This will be in italic type. There will then be another line to indicate the end of that section or "frame" as it is called in programed materials. When you see the italic writing and the line, you know you are to answer the question before continuing to the next frame. When you work through any of these programed sections, you should have a sheet of heavy paper. Cover the frame below while you are reading a frame or answering a question. The reason for this is that the question is answered in the first part of the next frame. It would not, of course, be of any benefit to you to look ahead before answering the question as you are learning the duties of your job.

Work through these exercises as slowly as necessary to arrive at complete understanding. Do not go on to the next section in any program until you are totally familiar with the section on which you are working. If, through rereading the informational section, you still have questions that are not clearly answered, ask a librarian to help you.

We hope this handbook will be of great help to you in your work as a Reference student assistant. You can help us make it so by making any suggestions you may have on matters such as:

- information or items that are not clear (we'll rewrite any section as often as necessary to make it completely understandable and useful to you);
- information or items that are included that you feel are unnecessary;
- information or items that need to be included but are not;
- items or information that you feel should be handled in a different way (should be programed and it's not or is programed and should not be);
- anything else you think would make this handbook more useful.

PLEASE. WE ARE SERIOUS ABOUT NEEDING YOUR HELP! IT IS GREATLY APPRECIATED.

The informational and programed sections in this handbook are arranged alphabetically. Naturally that is not the best order in which to read the information or work the exercises. We suggest that you follow a plan similar to this:

Read or work these as soon as possible:

- Welcome
- Introduction to Reference

x

- Student Assistants
- Using the Handbook
- Time Sheets
- Scheduling

All Reference student assistants need to be familiar with these sections so make them your first priorities:

- College Catalogs
- The Telephone
- Telephone Directories
- MINITEX/Interlibrary Loan
- Online Catalog

These items cover tasks which are done every day in Reference. They should be your next priorities when you have finished those which are listed above:

- Shelving
- Returning Materials to Other Areas
- Validating Print Requests

These items are best used at the time when you first need to do these tasks. (If you want to go through them ahead of time, then review them carefully when you first attempt the task.)

- Shelf Reading
- Processing College Catalogs
- Processing Ready Reference Materials
- Closing Procedures
- Weekend Duty (Check this at least a week in advance of the weekend you are scheduled to work.)

Finally, there are things that you may need to know (not all students do all tasks) which are not included in this handbook. A librarian will train you to do them when appropriate. (Ask if we don't remember that you haven't be trained in these tasks:

- handling mail (both incoming and outgoing);
- photocopying materials;
- many tasks connected with processing MINITEX and Interlibrary Loan requests;
- filing (this will not apply to all of you, so don't be concerned if you aren't trained in filing);
- inventory (this will probably be done only during summer or quarter breaks);
- any special projects.

THE CARD CATALOG
AND
LIBRARY OF CONGRESS SUBJECT HEADINGS

Since Memorial Library became "computerized", we have placed much less emphasis on the card catalog. As student assistants you do need a working knowledge of the card catalog. In order to use both the catalog access system and the card catalog you need a basic understanding of the Library of Congress Subject Headings.

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1. The Library of Congress Subject Headings is that large, red, two-volume set of books found near the terminals throughout the building and on the Reference Counter. It is a guide to the subject headings that are assigned to materials in the library. The terms that are given in "Big Red" are the subjects you would look under in either the card catalog or the computerized catalog.

   Go to "Big Red" and find the term you would use if you wanted to find materials on "foot races." What did you find?

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2. In the Library of Congress Subject Headings "foot races" has a cross reference to "running races". That means that the term "foot races" is not used. We would look under "running races" instead. Turn to "running races" in "Big Red". The bold black heading indicates that it is a heading that is used. (If you recall, "foot races" was not in bold heading.) Underneath "running races" you will see these symbols. Understanding these symbols is essential to effectively using "Big Red". (You will note that there are several words without symbols beside them. They take the symbol of the first word. In other words, in this entry, hurdle-racing, marathon racing, obstacle racing and ride and tie racing all come under the "sa" symbol. Just think of each of them as having "sa" beside them.)

Now what do all those symbols mean? It's really quite simple. Just learn what each one stands for and you'll have no problems.

sa - means "see also" - it's a related heading that you may want to use.

x - really stands for "see from" but all you need to remember is that we don't use any thing with that symbol. (Notice "foot races" has an "x" and we already know we don't use that.)

xx - is a broader heading but one that we can also use. (Think a minute--racing would include many kinds of races, not just running races.)

Carefully, now, there are three indicators of headings that are used and two indicators of headings that are not used. Can you name them?

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3. Items written in bold type, with an "sa" symbol and with an "xx" symbol are headings that are used. Items written in plain type or with an "s" symbol are not used.

To be sure this is clear, find the correct subject heading for rural churches on the next page. Besides that term, give me three other terms that are used and three that are not. Include the indicators that helped you decide.

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4. The terms community churches, federated churches, larger parishes, missions-rural work, rural clergy and suburban churches have the "sa" symbol and are used. Church work, rural churches, country; churches, rural; country churches and village churches have the "x" symbol and are not used. Christianity and agriculture church work have the "xx" symbol and are used.

There is only one more thing you need to know about the entries in "Big Red". Look at the entry for "rural health services". Near the bottom of that entry you will see the phrase "law and legislation" with a dash in front of it. This means that to find something in the catalog about laws and legislation governing rural health services, you would have to look under "rural health services -- laws and legislation".

Let's try just one of those. How would you find information on nutrition for runners?

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5. Nutrition for runners comes under "runners (sports) -- nutrition".

   That's really all you need to know in order to use "Big Red". But use it often and become comfortable with it. You will be called upon to help patrons understand the symbols occasionally.

   Most of you have probably used card catalogs before. This will be a good review for you. There might be some differences between our card catalog and the ones with which you are familiar.

   Go to the Catalog Room to those two long banks of cabinets. These house our card catalog. We have a "divided" catalog. Can you determine what that means?

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6. Our card catalog is "divided" into an author-title section and a subject section. You will notice that the drawers are color coded in each section (pink for subject, yellow for author-title.)

   You already know the basics of using the subject catalog from what you learned about "Big Red". The subject headings we look under in the subject catalog are those found in the Library of Congress Subject Headings. It is where we find materials "about" things that we are interested in. We might want to know "about" pigs or ecology or Lake Michigan or Napoleon Bonaparte. We would look under the appropriate headings in the subject catalog. NOTE: You will not find proper names or places (states, lakes, cities, etc.) in "Big Red". Just go directly to the subject catalog for them.

   How would you find information that is in Memorial Library about John Kennedy or jogging or astronomy?

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7. In order to find information about President Kennedy in the subject catalog you would look under Kennedy, John Fitzgerald, President U.S., 1917-1963. To find information on astronomy or jogging look under those words in the subject catalog.

In the author-title catalog, the cards are interfiled alphabetically so that authors and titles will be mixed together. NOTE: if the beginning words are the same, all authors will be filed first. That means that if you have books by authors names Ford, they would all be filed before books beginning with the word "Ford". ALSO NOTE: if you have several books by one author, they will then be filed alphabetically by title.

An exercise enjoyed by many students is to try to find an author whose name most closely matches your own. Try that and then try some of your favorite authors to see how many of their books we might have. Look for at least three authors so that you are familiar with the author entries.

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8. By now you should be reasonably comfortable using the author catalog. If not, work with it until you are.

Titles in the author title catalog are filed alphabetically word-by-word, so that all titles beginning with the word "swim" will be filed before titles beginning with "swimmer". About the only other thing you need to know is that if a title begins with "a", "an" or "the", you pass over those articles and start with the second word in the title.

Just to be sure we have the idea, what would you look under to find these titles: An Introduction to Chemistry, The Source, Basic Golf, Rules, A Trip to Texas, The Old Man and the Sea. Look them up in the card catalog to check yourself.

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9. For An Introduction to Chemistry you found you looked under "introduction"; for The Source, "source"; for Basic Golf Rules, "basic"; for A Trip to Texas, "trip"; for The Old Man and the Sea, "old". Again, work with the title catalog until you would feel secure assisting a patron in finding the title he needs.

Now that you know how to find the information you need, you also need to know how to interpret the information on the catalog card. Below is a sample of a card you would find in the card catalog. Study it.

NA
972 Hay, George.
.H35 Architecture of Scotland / by George
1977 Hay. 2d ed., rev. & enl. Stocksfield
[Eng.] : Oriel Press, 1977.
95 p. : ill. ; 22 cm.
Includes index.

1. Architecture--Scotland--Outlines,
syllabi, etc. I. Title

MnManS 21 AUG 78 3293606 MNMAat 77-364198

Who is the author? What is the full title of the work? Who is the publisher? What is the date of publication? What is the call number? Where would you find this book in Memorial Library?

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10. The author of this book is George Hay. The title is Architecture of Scotland. It was published by Oriel Press in 1977. The call number is NA972.H35.1977. This will be found on second floor. (If you had trouble with this, see the location charts which are found throughout the catalog room and also the section in this handbook on Returning Materials to Other Areas.

CLOSING PROCEDURES

About one-half hour before closing time we straighten the Catalog and Reference Rooms. When you work nights or weekends, this will be your responsibility. Read this section carefully and use it as a checklist when you work at these times. Do these things at closing time each day.

- Push all chairs into the tables in both rooms.
- Clear all tables of litter and materials--discreetly, of course. Bypass tables where people are still working. Pick up materials only if it is obvious that no one is using them.
- In the encyclopedia section, reshelve items.
- Other materials may be placed on a truck for shelving later. If you have time, go ahead and shelve them--assuming you have done the shelving exercise and been checked out on shelving by a librarian. If not, leave the truck by the office door so that they can be shelved the following day.
- In the Catalog Room, check drawers and shelves in the Card Catalog sections. Push them in. Push in any rods which may have been pulled out. (Have the librarian show you how.) Shelve any college catalogs or telephone books which have been left on the tables. Straighten the index tables.
- Straighten the front counters. Put items away as necessary.
- Check the buttons on the door from the counter area into the Reference Room to be sure that door is locked. (Turn the knob on the Reference Room side to double check.)
- About five minutes before closing, walk through the Reference Room and inform any patrons still working--very politely, of course--that we will be closing the Library or the Reference Room in a few minutes. If 3rd Floor will be open later, inform the patron that he could go there if he wishes to

continue working.

. Ask the librarian about locking the Reference Room doors. Security generally takes care of this, but if they haven't done it, you should. The librarian will show you how.

. If the Library is closing, turn the online catalog terminals off. There's a switch underneath the terminal on the lower right-hand side. If 3rd Floor will be open later, leave the terminals on. Patrons can still use the Catalog Room.

. Roll the gate down on the Catalog Room side. The librarian will show you how.

. Turn the lights off in the counter area and first office area and you're through for the day.

NOTE: Do not turn lights off and lock all doors before closing time. Patrons have the right to access to the materials and services even at five minutes before closing!

COLLEGE CATALOGS

The Reference Room maintains a large and varied collection of catalogs from other colleges and universities. These are heavily used items so you will need to know how to locate and use them immediately. The most popular collection is the paper copies of regional catalogs, those from Minnesota, the Dakotas and Wisconsin. These are kept on the shelves which are located in the counter area and facing the Catalog Room. Go to that area.

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1. There are labels on the shelves designating where each state's catalogs are kept. Look at the labels. If we call those shelving sections "left", "center" and "right", we can indicate locations for each state.

   What section(s) and shelf number(s) house the Mankato State catalogs? The Minnesota catalogs? The North Dakota catalogs? The South Dakota catalogs? The Wisconsin catalogs?

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2. The Mankato State catalogs are found in the left and center sections, the first shelf in each section. The Minnesota catalogs are found in the center section, the second, third and fourth shelves. Both the North Dakota and South Dakota catalogs are found in the right section, the first shelf. The Wisconsin catalogs are found in the right section, the first and second shelves.

   In the center section, the fourth shelf down you should find a large, blue three-ring notebook. This is the guide to the regional catalogs which are kept in this section. Pick it up and open it. Here you will find tabs indicating sections for Minnesota, Minnesota community colleges, Minnesota vocational technical colleges, North Dakota, South Dakota and Wisconsin. Open the guide to the Minnesota section.

Here you will find a list of Minnesota colleges in alphabetical order. At the left of each school name is a number. This is the number that is assigned to that catalog on the shelf. Let's practice using the guide to find specific catalogs.

Find Gustavus Adolphus College. What number is assigned to it?

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3. The number for Gustavus Adolphus College is 11.

Find the catalog for Gustavus Adolphus College and remove it from the shelf. What is the date of this catalog?

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4. You should note that this is a current catalog. Although we are not always successful, we try to keep this collection as up-to-date as possible.

   You probably noted that while the guide is in alphabetical order, the catalogs are in numerical order on the shelves. Read through the names of the schools on the shelves. You will note that there is a roughly alphabetical arrangement to the shelves also; it's not exact, so use the guide. Now let's try another.

   What is the number for Bemidji State University?

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5. Did you notice that there are two numbers--one for the graduate

catalog and one for the undergraduate catalog? This is true of many schools so when a patron asks for a catalog you will need to determine whether he wants a graduate or undergraduate catalog if both are available.

Suppose that you are asked for a University of Minnesota catalog. What will be your response?

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6. You should have discovered that there are nearly fifty University of Minnesota catalogs so your answer should be something like this: "We have many catalogs from the University. Did you want a particular program?" Patrons will generally come back with an answer such as Home Economics or Pharmacy or the Graduate school.

   Find the numbers for the Home Economics and the Pharmacy and the Graduate catalogs from the University of Minnesota. Locate them on the shelves.

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7. The Home Economics catalog is number 52. The Pharmacy catalog number is 64. The Graduate catalog is number 51.

   Now that you have the catalog in hand that the patron has requested, let's determine the next step.

   Look carefully at the catalog. There should be a label taped to the front which reads DO NOT CHECK THIS CATALOG OUT:; IT IS NON-CIRCULATING. What does this mean to the patron?

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8. I expect your answer is something like this: The patron can use the catalog in the building but may not take it outside of the

building. Examine the catalog.

Can you determine the check-out system for these catalogs?

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9. You may have looked for a pocket and a card and found NOTHING. That's right; there is no formal check-out. Patrons take the catalogs to use them on an honor system. Generally they use the catalogs in the Reference Room or the Catalog Room and return them to the desk when they are finished.

   What will you do when the catalog is returned to the Reference desk?

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10. You have probably noticed that all the catalogs have the name of the state marked clearly at the top of the catalog. Be sure to shelve the catalog in the proper state. From there, of course, it's a simple matter of getting the numbers in correct order.

    Let's now review the entire procedure?

    What steps would you follow in finding the Graduate catalog for the University of Wisconsin at Madison? Be specific--give all the steps between the time the patron asks for the catalog and when it is returned to you.

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11. . Find the correct number in the guide to college catalogs. You will need to determine whether the patron wants the Graduate School of Natural Sciences and Engineering (47e) or the Graduate School of Social Sciences and Humanities (47f).

. Locate the catalog in the Wisconsin section.
. Hand the catalog to the patron.
. Shelve the catalog in the Wisconsin section, by number, when it is returned.

Did you get all the steps correct? Go back and review this section again if you had any trouble at all. If not--take a breather.

Go to the far north end of the Catalog Room where you see the label COLLEGE CATALOGS.

What can you determine from looking at this section?

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12. This section includes college catalogs from other parts of the country.

How are these catalogs arranged on the shelves?

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13. These catalogs are alphabetical by state. Take the boxes for New Jersey off the shelves.

If the boxes are arranged correctly you should be able to see the arrangement within the boxes. What is it?

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14. The boxes are arranged alphabetically by the name of the college or university. (If the boxes were not correctly arranged, take time to make them right.)

You will also note that there are two boxes for New Jersey schools and that many other states also have multiple boxes.

What do you think the label A-P on the first New Jersey box means?

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15. The labels mean that schools with names beginning with those letters are found in that box.

Let's try to find a catalog now to see if we are familiar with the arrangement.

How would you determine whether or not we have a Graduate catalog from the University of Northern Colorado? Be specific.

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16. Locate the Colorado boxes. Look in the "N to Z" box. (Look for University, not Northern.) Check for a Graduate bulletin. If we do not have it, check in the general catalog to see if the Graduate bulletin is included.

Did you find this easily? If not, reshelve it and try again.

You may have noticed that the catalogs in this collection do not have DO NOT CHECK OUT labels. That means that they can be checked out. (They are, in fact, the only items that can be checked out by student assistants in the Reference Room.) Let's go through the check-out procedure.

On the Ready Reference shelves, 3rd shelf down in the first section is a small wooden box. (It's the same one where we put cards when Ready Reference items are checked out.) At the back of this box should be some blue slips. Take one out.

What is the purpose of the blue slips?

17. The blue slips are COLLEGE CATALOG CHECK-OUT slips.

College catalogs (only those from the Catalog Room, of course) can be checked out for one week. This is the procedure:

. Ask for the patron's ID and imprint the slip on the machine on the counter. (You may need to practice a few times to learn to position the paper correctly over the ID.)
. Return the ID to the patron. (That may sound quite elementary, but it's very easy to forget to do so.)
. Fill in the name of the state, the name of the college and the date.
. The item "school" means the specific catalog such as graduate, general or law.
. Make the date due one week from today. (If that should be a holiday, make it one day later.)
. Add your initials at the bottom where it says "checked out by". (Don't fail to do this; it's important.)
. Ask the patron to fill in his name, address and telephone number. Check before he leaves to see that all the information is there.
. While he is filling out the blue slip, put a DATE DUE slip (also found in that wooden box) inside the front cover, if there is not one there already. Date it one week from today. (We do not put DATE DUE slips in the catalogs until they circulate. Some of them are never checked out.)
. The catalog is now ready for the patron to take from the building.
. File the blue slip in that same wooden box by state.

Go back to the shelves in the Catalog Room, select a catalog, bring it to the counter and check it out to yourself. (You don't need to take it home with you, however!)

18. Check each item in 17 to make sure you have followed all the steps. Show it to a librarian for verification that you have done it correctly. Everything OK? Fine! Let's proceed to the last group of college catalogs--the microfiche collection.

The microfiche collection of college catalogs is found in three boxes on the far left side of the counter facing the Catalog Room. Look at the boxes carefully.

Why are there three boxes? What do the strips of color at the top of each card mean?

---

19. The three boxes house catalog collections for three different years. Each year is color coded with a different color. NOTE: Additions to the collection are made at irregular intervals throughout the year so the latest collection may not be complete.

In the plexiglas case on the wall above the boxes are the guides to this set. There may be several copies of each guide. Take down one of each--INDEX BY NAME and INDEX BY STATE AND NAME. Open the guides and study them.

How is each guide arranged? What is the difference?

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20. The INDEX BY NAME has all schools arranged strictly alphabetically by the name of the school. For example, find the entries for the catalogs from the University of Iowa.

Which school comes before the University of Iowa in the INDEX BY NAME? Which comes after?

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21. The University of Illinois, Chicago Circle comes before the University of Iowa in the INDEX BY NAME. The University of Judaism comes after.

Look at the INDEX BY STATE AND NAME. All the schools in one state are listed together.

What is the arrangement of the states in the INDEX BY STATE AND NAME? What is the arrangement of the schools within the state? Why does this sound familiar?

22. The states are arranged alphabetically in the INDEX BY STATE AND NAME. The schools are arranged alphabetically by name within the state. This is the same arrangement as is found in the other two collections of college catalogs.

Now let's use the guide to find a catalog on microfiche. Take the INDEX BY NAME or the INDEX BY STATE AND NAME--either will do.

Find the catalog for Old Dominion University in Virginia. How do you read the information in the guide?

23. The guide gives you this information:

- The state - Virginia
- The name of the school - Old Dominion University
- The program within the school - let's choose Education
- The city where the school is located - Norfolk
- The state code - VA
- The number of that catalog in the collection - 32
- UG or G (undergraduate or graduate) - G only

NOTE: A blank (no number) after the state code (such as VA) means that there is no catalog in this collection for that school or program. However, it may be in one of the other collections.

Practice finding several catalogs until you feel comfortable with the procedures.

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24. In the front of each box are several heavy plastic cards with OUT written at the top. If you place one of these where you removed a microfiche, it will be easier to replace when the microfiche is returned.

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25. If you are not familiar with microfiche, you will need to learn to use them. There are readers right in front of the counter in the Catalog Room with instructions for use taped to the table. Take a microfiche catalog with you and practice until you are comfortable using the reader. You may need to teach a patron to use the reader.

MINITEX

INTERLIBRARY LOAN

No university library can be expected to have every book or journal article needed by patrons so libraries enter into exchange agreements in order to give their patrons wider access to materials. We exchange materials primarily in two ways, through MINITEX and through Interlibrary Loan. MINITEX is a system funded by the state legislature to assist libraries in sharing materials. It is used by libraries throughout Minnesota and in surrounding states as well. We send thousands of requests to MINITEX each year to borrow materials for Memorial Library patrons. We also lend materials to other libraries through the MINITEX system.

When our patrons need materials that are not available through MINITEX, we can request them from libraries in other states through Interlibrary Loan.

As a student assistant in Reference you will probably spend much of your time assisting the Reference staff in carrying out all the procedures necessary to process MINITEX and Interlibrary Loan requests. Training students for many of these processes is best done individually so you will be trained by a Reference staff member. A careful routine is followed and you will learn your part in it under careful supervision. Some things that you need to know, however, are general enough to be handled through this handbook.

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1. Let's start at the beginning. When a patron needs materials we do not have at Memorial Library, he will request that we get the information for him by filling out a MINITEX form. Obtain one of these forms from a librarian to complete this exercise.

Study the MINITEX LIBRARY MATERIALS REQUEST form. After the patron fills in the personal information such as name, address, etc. (and we do need all that information), what is the first thing he must do to give us the information we need in order to obtain the material?

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2. The patron first determines the format of the item. That is, he must determine whether he wants a book or periodical. (That means a magazine or journal article.) This is a good place to point out that the patron cannot request an entire periodical. He must ask for a specific article. If he wants several articles, he fills out a separate card for each.

   Suppose a patron wishes to request a periodical article. Look at the request form. What information do we need?

---

3. To avoid errors and to help get the materials in the least amount of time, we need as much information as possible. This includes:

   - NAME OF PERIODICAL - note that small print, DO NOT USE ABBREVIATIONS; the patron should spell it out completely
   - DATE - as completely as possible, generally a month and year
   - VOLUME, NUMBER AND PAGES - the patron may not have the number as that means issue number and is not always given
   - AUTHOR AND TITLE OF THE ARTICLE - the author isn't always given but the title is necessary (or at least a complete description of what the article is about).

   Look near the bottom of the form where it says REFERENCE WAS FOUND IN. What do you think that means?

4. If there are any errors in the citation (that's what we call all that information we just talked about--title, date, etc.), we could discover that by checking in the same place that the patron found his information. That might be another book or The Education Index or Biological Abstracts. That's what we call THE REFERENCE and if the patron can tell us that it may speed things along. Don't be too insistent however. The patron simply may not have that information.

Look at the request form again. What information do we need to request a book for a patron.

5. To request a book for a patron, we need as much information as possible. That would include:

TITLE - in full and exact, of course

AUTHOR - or authors, full names please

PLACE - city of publication (not always known)

DATE - probably just a year

REFERENCE WAS FOUND IN - if known

Did you figure out what IS ANOTHER ED. ACCEPTABLE? means?

6. Sometimes several editions of the same book have been published. This question means, would the patron be able to use the 1974 edition if the 1979 edition were not available, for example.

There's only one more item that we need to check on the front of this form. Is the patron requesting a COPY, a LOAN or MICROFILM? What would you check for a periodical? A book?

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7. Libraries will LOAN books. They will PHOTOCOPY articles. They will LOAN microfilm. (A reminder--we can't get full copies of journals, just of articles.)

The last thing you need to have the patron do is sign the back of the card at the bottom where it reads NOTICE: WARNING CONCERNING COPYRIGHT RESTRICTION. This is necessay only if the patron is requesting a journal article from the last five years? What would be the earliest date for which we need a signature?

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8. Let's see, five years ago was...Oh, yes.

This took a lot of studying just for one form but if you understand all the parts you can check it carefully when the patron hands it to you. And that's just what you do! Check each of the parts carefully.

Stop now and ask a Reference staff member where to put the request forms after you accept them from patrons.

Occasionally a patron will request materials that cannot be obtained through MINITEX. We can often get these items through Interlibrary Loan. The system is similar to MINITEX in many ways, but you should also be aware of the following differences:

. Interlibrary Loan materials will not come as quickly as MINITEX materials. We tell patrons it will take a minimum of two weeks and it could be longer. (Make no promises about when materials will arrive EVER. In fact, be sure the patron understands that clearly. We often have patrons tell us that they were told their materials would be here in a certain length of time. We can't ever guarantee delivery.)

. Some libraries are charging fees for Interlibrary Loans.

This cost must be paid by the patron so he should be told that there is a possibility that costs will be involved. (We can specify that we be notified before the materials are sent if there is a charge.) The charge may just be postage but it can be a flat $8 or so.

Obtain a copy of the INTERLIBRARY LOAN REQUEST form.

There are a few differences between this form and the MINITEX form. Let's look first at the similarities. What information do you need on both forms.

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9. The same personal information is needed on both forms as well as the same information on the citation for a book or a periodical article.

There is another type of material that can be requested on this form. What is it? What does it mean?

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10. Interlibrary Loan is often used to request the loan of a thesis or dissertation from another college or university. These are the papers required by most schools in order to obtain a graduate degree. You will note that when requesting a thesis or dissertation we ask for the name of the school where it was done.

There is only one other item on this form that we need to look at. What does VERIFIED IN mean?

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11. VERIFIED IN means the same thing as REFERENCE WAS FOUND IN, so if you need a review of that go back to 4.

You have learned to check MINITEX and Interlibrary Loan requests for accuracy when accepting them from patrons. You have also learned that you would be taught to do other steps in the process by a Reference staff member. Now you need to know what happens to the materials when they are ready to be picked up by patrons. When a patron comes to the counter to ask if his MINITEX is in (or words to that effect--he may ask for "materials" or "books" or "articles" or "copies" etc.), you will first need to know what format the patron requested. Remember that word? Go back to 2 if you've forgotten.

What will you ask the patron at this point?

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12. Find out whether the patron requested a book, an article or microfilm. They are stored in different places. If the patron has requested an article you will need to look in one of the drawers in the counter which faces the Reference Room. You will notice the drawers are labeled A-K and L-Z.

    Open the drawers and see if you can determine what the labels mean.

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13. The materials are filed in large manilla envelopes alphabetically by the last name of the patron.

    Remove one of the envelopes from a drawer. See what you can determine by investigating the envelope and its contents.

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14. The first thing you will notice is that we use the envelopes over and over again. (That's why all those names are on there.

Of course, you see that you only need look at the last name on the envelope as all those others are crossed out.) Inside the envelope will be materials for the patron whose name is on the outside. There will be a request form stapled to the copies that also includes the patron's name.

What will you do with the materials now?

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15. Take the materials out of the envelope. Hand the materials to the patron. He may ask if there is a charge or if you need his ID. If you remember, MINITEX is funded by the legislature so there is no charge to the patron. We do not need to see his ID so just hand him the materials. Now remember that we're going to keep that envelope. Look to the right to the drawer marked ENVELOPES and put it in there.

    WAIT! Don't let the patron leave. Open the L-Z drawer. In the front of that drawer is what we call the "reject file".

    Look through some of the rejects. There are several types so don't just look at one form. Se if you can determine why the requests were "rejected"?

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16. Sometimes we "reject" patron's requests without ever sending them to MINITEX. In that case we will return the original card that the patron filled out to him. There will be a slip of paper stapled to the form explaining the reason for the rejection. Study that form and the reasons carefully. If you have any question about what they mean, check with a librarian. (From what we have talked about in this exercise I hope you will figure most of them out, but don't hesitate to ask for help.)

If MINITEX sends a rejection slip, it will be a copy of the request that we sent to them. You can recognize it because it will say MINITEX MANSC ILLRQ #### at the top. They stamp the request with a list of reasons explaining why the request was not filled. They will have checked the reason. It may say "Citation incomplete" or "Unable to fill at this time" or "Volume not owned" or several other reasons. If you have any questions about what those mean, check now with a librarian.

If the section "Unable to fill at this time" is checked, you should ask the patron if he can use the materials later. Make no promises about how much later unless it is specified on the form. If the patron can use the materials later, write PLEASE SEND WHEN AVAILABLE on the form and ask the librarian to show you what to do with it. Give all rejection slips to the patron. He may wish them for his records and we have no need of them.

This might be a good time to point out that not all the materials which the patron has requested will necessarily come at the same time. If you recall that we can borrow materials from many different sources, you will easily understand why some will take longer than others. Inform the patron that we get a MINITEX delivery five days a week so he should just keep checking until all his material comes or has been rejected. By the way, they can check by telephone as well as in person.

We're not forgetting books and microfilm that have been requested by patrons. Any rejects of these materials will be in the same drawer. Ask the librarian to show you where these materials are held for the patron. Look at the slip which is onthe cover of the book or in the microfilm box.

Can you determine by looking at that slip of paper what you should tell the patron when he picks up his book(s) or microfilm?

17. The book or microfilm is checked out to the patron, ready to go. We do not need to see his ID. Ask him to return the material by the date which is written on the slip. (By the way, the due date is determined by the lending library so we have nothing to say about how long the patron can keep the material.) Ask him to leave the slip on the cover and the two slips inside the book as well.

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18. You have learned how to accept requests, distribute materials and check for rejects. There is one more item you need to know. Sometimes it takes longer to receive materials than is normally expected. In that case, MINITEX may send us a message saying they are still "searching" for the material. This can be reassuring to the patron who may think he is being forgotten. Stop right now and ask a librarian how to find that information so that you can tell the patron when the situation arises.

Now this is the very last section. How would you handle an irate patron?

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19. Even though MINITEX is a remarkably efficient system, it can't always provide the patron with everything he needs when he needs it. Sometimes a patron can be very upset because of this (that's why we don't PROMISE anything!). If he will listen to you , politely explain the reason for the delay or rejection. But if he is still dissatisfied, call a librarian immediately. We do want our patrons to be satisfied. But don't ever--NOT ONCE IN A MILLION YEARS--argue with a patron!

Say it again! DON'T EVER ARGUE WITH A PATRON!

ONLINE CATALOG

The implementation of the computerized catalog system at Mankato State University in the fall of 1980 has both aided us in the work we do in Reference and, at the same time, added to our work load. It enables us to quickly check for items we need. It gives us far greater flexibility than could ever be achieved through the card catalog. It allows us to request printouts of citations. At the same time, it necessitates that we spend considerable amounts of time training patrons to use the system. As a student assistant in the Reference Room, you should be familiar with the basics of the catalog access system for you, too, will be called upon to assist our patrons. You will also use the online catalog in fulfilling your duties. This exercise will introduce you to these basic capabilities. Work with the computer terminals until you feel comfortable with them and ready to give assistance when needed.

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1. The first thing you will see is that the terminal keyboard is very much like a typewriter keyboard. There is one key that is different, however. That is the NEW LINE key. This key is very important for it is the key with which you send a message to the computer. Every time you send a message to the computer, you depress the NEW LINE key.

   If you are the first person to use the terminal today, you may have to tell the computer to begin by typing "BE". What else will you do?

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2. To tell the computer you are ready to begin searching, you type "BE" and depress the NEW LINE key.

We can access the online catalog in many ways--by author, title, subject or term. Let's begin with an author search. We do this by typing "AU" followed by the author's last name, first name and middle initial (if known). You can actually search using only the last name, but you can see where that might cause you some difficulty if you were searching for someone named Anderson or Jones.

Search the catalog access system to see if we have a book by Thomas A Bryson. Exactly what did you do in order to get that information from the computer?

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3. In order to find his book we type "AU BRYSON THOMAS A" and depress the NEW LINE key. The computer should have come back with the message " 1 RECORDS MATCHED THE SEARCH. TYPE DI 1 TO DISPLAY THE RECORD." You will see from this that we need to send another command to the computer to see if this is the book we want. The DI stands for DISPLAY and that is the command we must give the computer in order to see the record on this book.

Send a message to the computer asking to see the record on Bryson's book. How will you do it? Can you find the call number for the book once you have the record?

---

4. To see the record, we type "DI 1" and press the NEW LINE key. On the record, the call number is called LOCATION. The call number for Bryson's book is Reference Z3014.R44 B79.

Another way to search the catalog access system is by title. We do this by typing "TI" and the first four words of the title. Actually we don't need to type full words. The computer "reads" four letters from the first word, three from the second and third words and two from the last word, so that's all you need to type if you choose. (NOTE: If the title begins with "a," "an" or "the," skip those articles and go on to the next word.)

Search for the book Soviet Russia and the Middle East by title. What command did you give the computer? What was its response?

5. By commanding the computer "TI SOVI RUS AND TH", we find that there are three records beginning with those four words. The computer has told us that we must TYPE DI 1-3 to see the titles.

   What command will you give the computer? How do you find the record for the book you want?

6. After sending the command DI 1-3, we saw the titles and found that the one we wanted was number 1. (You can ignore those beginning zeros and just ask the computer to see the title by typing DI 1.) When we have a list of several titles, we have to call them up individually by typing DI and the number of each title that you wish to see. It is a good idea to note the number for each record you wish to view, for you will lose the list when you display a record. Do a few of these to see how it works.

   To search the computer by subject, we need to use the exact Library of Congress subject heading which you can find in "Big Red." (If you haven't done the exercise on THE CARD CATALOG, you should turn to it for an explanation of subject headings.) The command we give the computer is "SU" followed by the exact subject heading we choose.

   How would you determine what this library has on "physical *endurance"? Use "Big Red" to find the exact subject heading. How many items match the search?*

7. In "Big Red" we find the actual subject heading for "physical endurance" is "physical fitness". We search the computer by typing "SU PHYSICAL FITNESS" and pressing NEW LINE. The day this program was written, there were 93 items in the data base with that subject heading. When you work this exercise, there may be more.

The last command we will talk about in this program is the term search. It's the most versatile--and the most fun--of all. Searching by term simply means that the term or terms you use must be somewhere in the catalog record. To do this we type the command "TE" and the terms for which we wish to search. There is one special feature we must use in term searching. We must connect the terms using the words "and" or "or" or "not". This is how we decide which to use. If we want information on some animals and we aren't too particular, we could command the computer "TE BEARS OR LIONS OR CAMELS" and it would respond with records which contained any of these three terms. Now if we wanted to be more specific, we might command the computer "TE HORSES AND PONIES" and the computer would give us only records that contained both those words in the same record. We don't use not too often but it can be useful. For example, we might want to know about lions but not about tigers and since they're sometimes included in the same record we could command the computer "TE LIONS NOT TIGERS".

Try all the commands listed above and then some of your own choosing. You may be amazed at all the possibilities. Enjoy discovering what the computer can do. By the way, how many matches did you find for each of the three commands above?

8. On the day this program was written, 62 records matched the command "TE BEARS OR LIONS OR CAMELS", 4 records matched the command "TE HORSES AND PONIES" and 26 records matched the command "TE LIONS NOT TIGERS".

We have learned only the most basic features of the catalog access system. In your work as a Reference student assistant, you will often use the terminals and you will become familiar with some of the other features of the system. We have a booklet HOW TO USE THE CATALOG ACCESS SYSTEM: A BASIC GUIDE TO SEARCHING which is much more detailed than this program. You may wish to use it to discover more about our wonderful cat-a-log!

PROCESSING COLLEGE CATALOGS

We are on the mailing lists of many colleges and universities throughout the country to receive paper copies of their catalogs. Paper copies arrive at irregular intervals throughout the year. When we receive them, we place them on the bottom shelf in the office area which is behind the Reference counters (below our mailboxes). When you have time, check there to see if there are catalogs to be processed. Our methods for processing college catalogs are fairly unsophisticated, but adequate for our purposes. Proceed as follows.

1. Retrieve all catalogs to be processed from the shelf. It's a good idea to do several at one time.
2. Check the college catalog file for the state and the school. (Ask a librarian to direct you to the file.) Mark the date on the appropriate card in pencil. Be sure to note the type of catalog received--graduate, law, general, etc.
3. If the catalog received is not listed on the card, type that information in and then enter the information as in number 2.
4. Stamp the new catalog with the MEMORIAL LIBRARY and REFERENCE stamps. (Ask the librarian where these are stored.) Write the name of the state boldly across the top of the catalog with a wide felt pen.
5. If the catalog is to be shelved behind the counter, add the correct number (from the College Catalog Guide) to the spine. Tape a DO NOT CHECK THIS CATALOG OUT label to the front cover.
6. If the catalog is to be shelved in the Catalog Room, add the guide letters for the box in which it will be stored (A-M, N-Z, for example) at the top near the state name. Check the boxes in the Catalog Room to determine these letters.
7. Tattle-tape the catalogs which are shelved behind the counter, but not the ones which go in the Catalog Room.
8. Shelve the catalogs in their proper location. If there is a catalog for a previous year for that school, remove it from

the shelves. Take it back to the card file and erase all the references to that particular issue from the green card. Tear the covers off the catalog and discard it. Unless it is on slick or colored paper, it can be recycled so put it in the box for recycling.

9. Do not process college newsletters or other publications which are not really catalogs. Check with a librarian if you have any questions about this.

PROCESSING READY REFERENCE MATERIALS

TO PLACE MATERIAL ON READY REFERENCE:

1. Make a wooden block for the shelves in the Reference Room where the item would normally be shelved. (Ask a librarian where the blocks are stored.)
    - a.) Type a label giving title, call number and ASK AT DESK on white paper, using large type. (Check some blocks on the shelves for examples.)
    - b.) Put the label in place on the block and laminate with clear laminating film. (A librarian will show you where it is stored.)
2. Paste a pocket in the front of the book and make a card for the pocket. (The pockets and cards in the far left cupboard below the counter facing the Catalog Room.)
3. Tape or paste a READY REF label securely on the book close to the call number. (Ask a librarian where to obtain these.)
4. Type a card for the READY REFERENCE FILE which gives the title and call number.
5. Shelve the book in correct call number order on the Ready Reference shelves.
6. File the card in alphabetical order in the file.
7. Put the block on the shelf where the book would be found.
8. NOTE: Some of our Ready Reference books such as almanacs come out every year so only the latest edition is placed on Ready Reference. In that case the block should read LATEST EDITION AT DESK. The volume or year should be omitted from the call number on the block and from the card in the READY REFERENCE FILE. You do not need to make a new block each year. Just take the old edition off Ready Reference and add the new one.

TO TAKE MATERIAL OFF READY REFERENCE:

1. Take the wooden block from the shelf and take the label from the spine.
2. Remove the READY REFERENCE label, the card and the pocket. If the label can be used again, save it. Be careful when removing the label and the pocket that the book isn't damaged.
3. Remove the card from the READY REFERENCE FILE.
4. Shelve the book in the regular Reference stacks.

QUESTIONS FREQUENTLY ASKED

The following is a list of questions which are frequently asked at the Reference Desk. As you read through the list, see how many you can answer before reading the suggested reply which follows each question. The questions are in alphabetical order by the key word which has been underlined.

1. What are those bells I keep hearing?

   An internal paging system for custodians or staff members.

2. Where is the Blue Room?

   In the ERC.

3. How do I get a carrel of my own?

   Carrels are reserved for faculty and graduate students. If you qualify, ask in the Main Office.

4. Are there carrels for public use?

   Yes. Ask at the desk on any floor except First.

5. Where can I get change?

   There's a change machine in the lobby for $1 bills. Ask in the Main Office during regular daytime hours for larger bills. In the evening, try the Student Union.

6. Where is the Chemistry Library?

   In Trafton Science Center, the north wing.

7. Where can I find college catalogs from other schools?

   Ask at the Reference Desk.

8. Who do I see about a computer search (or ERIC search).

   Mayo Derouchie, Sandy Mitchell, Marilyn Montgomery or Walt Rostron.

9. Can students reserve conference rooms?

   Yes. Ask at the desk on any floor except First.

10. Where can I find copy machines?

    On every floor.

11. The copy machine "ate" my money. Can I get a refund?

    Yes. Go to the Main Office.

12. Where can I find a dictionary?

    General dictionaries are on carts throughout the room. There are several on range 11 also.

13. What/where is the ERC.

    Educational Resource Center. Downstairs.

14. Where are the encyclopedias?

    In the first range in the Reference Room.

15. Where is your fiction section?

    We do not maintain a separate fiction section. Find our fiction books through the Catalog by author or title.

16. Where can I view films?

    In the ERC. Ask at the desk; they'll set them up for you.

17. Where are Government Publications?

    Third floor, west side.

18. Where do I go to clear a "hold" on my record?

    Go to the floor where the "hold" originated.

19. What are your hours?

    Check the hours as posted throughout the building. They can change from quarter to quarter.

20. Where do I ask about Interlibrary Loan?

    At the Reference Desk.

21. Where can I make application for a job in the Library?

    Go to the Main Office.

22. What/where is LME?

    Library Media Education, the library science department. Go outside the building to the door on the west; enter there for LME classrooms and office.

23. Where is the Learning Skills Center?

    In the LME wing. Go outside the building to the door on the west. It's right inside the door.

24. Do you have a "lost and found"?

    Every floor maintains its own. Ask also in the Main Office.

25. Where do I ask about MINITEX?

    At the Reference Desk.

26. Can I mail a letter in the library?

    No. There's a box in the Student Union.

27. Where is the Main Office?

    Adjacent to the Catalog Room--the room with the windows facing the Lobby.

28. Can maps be checked out?

    Yes. Ask at the Map Room desk.

29. Where do I get microfiche? microfilm?

Microforms Room on Third Floor.

30. Where is the Music Library?

Performing Arts Building, main floor, south corridor.

31. Where are your newspapers?

Third Floor.

32. Can you page someone for me?

No. We have no paging system (except in an emergency when we will walk through the floors trying to find someone; do not volunteer this information unless you are convinced that it is an emergency).

33. Where is your paperback section?

We do not have a separate paperback section (except for the "Honest Paperback Exchange" in the lobby).

34. Where is the nearest pencil sharpener?

On range 4 in the Reference Room or to the left of the back door in the Catalog Room.

35. Where do I find periodicals? Can they be checked out?

Third Floor. No. They must be used in the building.

36. Where can I listen to records? Check them out?

In both the ERC and the Music Library.

37. May I check this Reference book out?

No. Reference books do not circulate. (If the patron has a special need, call a librarian. Students never check Reference books out.)

38. Where are the reserve materials?

Ask at the desk on Second Floor.

39. Are there restrooms on First Floor?

No. Go to any other floor, to the right of the circulation desk and over halfway toward the back of the room.

40. Where can I return materials?

There's a book drop in the lobby, a drive-up return behind the library on Maywood and an outside drop on the front of the building to the left of the doors. Reserve materials should be returned directly to Second Floor.

41. May I borrow a stapler? Pencil? Paper clip? etc. (Supplies)

Supplies are in marked drawers at each counter.

42. Where can I go to listen to tapes for a class?

The ERC. Ask at the desk.

43. I need to see ----- in Technical Processing (Cataloging, Receiving, Acquisitions).

Ask in the Main Office. They'll show you the way.

44. Do you have telephone directories from other communities?

Yes. Ask at the Reference Desk.

45. Telephone questions--Do you have the book----? Can you get the call number for me? Is the book in?

Check the online or card catalog to find the call number, if we have the book. Give the call number to the caller and transfer the call to Second Floor to see if the book is in.

46. Do you have telephones for public use?

There's a pay telephone to the west of the Main Office. There's a campus phone near the Doorcheck Station.

47. Do you have old tests we can use for study?

Only if your instructor has put them on Reserve.

48. Where do I go for tutoring?

In the Learning Skills Center; go outside the Library and enter through the door on the west.

49. Do you have typewriters for public use?

Yes. Ask at the desk on every floor but First. There's an electric typewriter on Third Floor which is coin-operated.

READY REFERENCE

The shelves behind the counter in the Reference Room house our Ready Reference collection. There are basically two reasons for this collection. One is to provide us with materials for answering reference questions quickly and easily. For example, many questions can be answered with an almanac or a directory. Other materials are kept here because they are heavily used by our patrons and can be more accessible to many people if kept under limited control on Ready Reference.

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1. Let's learn to use this collection. Browse the shelves awhile.

   How are items arranged on the Ready Reference shelves?

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2. The Ready Reference shelves are arranged in call number order, just as is the regular collection.

   Besides a call number, what else is found on every item on the Ready Reference shelves?

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3. Every item in the Ready Reference collection has a label on it that says READY REFERENCE. You will notice that these labels are not uniform in size, type nor color. But each should have a label. Take one book from the shelves (any one will do.)

   Go out into the Reference Room to the place where that book would normally be shelved. (Look at the call number!) What do you find in its place?

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4. For every item in the Ready Reference collection, there is a block of wood on the shelves where the book would normally be found.

   What information is found on the block of wood?

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5. The block gives you most of the same information that would be found on the spine of the book--that is, the title of the book and the call number. It also has one added feature. That is the note that tells you to ASK AT DESK. Let's try this one more time.

   Take an almanac from the top, left-hand shelf and go find its place in the Reference collection. What is different about the information on that block of wood?

---

6. When we have more than one edition or copy of an item, for example an almanac, we keep only the current copy on Ready Reference. That block of wood should say something like ASK AT DESK FOR LATEST EDITION. Now back to Ready Reference.

   Of course it will take you some time before you can remember the items on Ready Reference and where to find them. (It took all of us some time, and we still can't remember everything!) Fear not, there's an easy solution to that problem too. Go to the cabinet right at the end of the Ready Reference shelves (the one with all the drawers.) Find the drawer marked READY REFERENCE.

   Look through some of the cards in this drawer. Can you determine the system that is used?

---

7. The Ready Reference drawer contains basically a title guide to the contents in the Ready Reference collection. It lists only the information you need in order to find the items on the shelf, that is, the titles and call numbers.

   There are some other kinds of cards in there also. See if you can find one and determine its purpose.

---

8. There are subject cards for several items. The reason for this is that there are certain things that patrons ask for by author or subject rather than by title. For example, a patron may ask For Sheehy when what he wants is titled Guide to Reference Books. They may ask for the list of abbreviations when the item is actually Acronyms, Abbreviations and Initialisms Dictionary. Well, you get the idea.

   The last thing you need to know about the Ready Reference collection is how you handle a patron's request to use the items found in Ready Reference.

   Take a book from the Ready Reference collection, open it and see if you can figure it out.

---

9. Each item on Ready Reference has a pocket and card. The card should have a paper clip on it. When a patron wishes to use a Ready Reference item, we ask for his ID, clip it to the card and keep it until he returns the item. (Don't be hard-nosed about it. If he doesn't have his ID with him, his driver's license or fee statement will do.) There is a wooden box on the Ready Reference shelves, far left section, third shelf down. Just

put the card with the attached ID in the front of the box. No need for an alphabetical or numerical arrangement. We don't have that many things out at one time. That's about it--except for clean-up detail.

What happens when the patron returns the Ready Reference item to the desk?

---

10. We try to keep the counters and book drop (that's the bin on rollers under the front counter) as clear as possible. When a patron returns an item, he will ask for his ID (or you may need to remind him that we have it.) Unclip the ID, return it to the patron and IMMEDIATELY put the card back in the pocket and replace the book in its proper place.

NOTE: Check that box occasionally to make sure that there are not cards in there for books that are back on the Ready Reference shelves. Even the best of us slip up sometimes.

RETURNING MATERIALS TO OTHER AREAS

Several times each day we need to check the shelf marked MATERIALS TO BE RETURNED TO OTHER AREAS in order to get materials where they belong so that they are available for use. Find this area at the far right section of the Ready Reference shelves, fifth shelf down.

1. This exercise should be worked when there are several items ready to be returned to other areas. If there are more than you can carry, go right outside the door to your right and get a truck. (That's what we call the carts you use to carry materials.)

   Now you have the books and perhaps some films or kits, too, and you have a truck. You're probably wondering why we need a "program" in order to push a cart of materials to other areas. Look at those call numbers and it will make sense.

   Do all those call numbers look alike? Probably not. Why is that? (Other than the fact that each item in this library has a unique call number, of course.)

2. Different areas of the Library are designated in different ways so that materials belonging there will easily "find their way home". Turn around to the counter behind you. Find the location chart there. For the purposes of this exercise, we will need to use some examples. The items on your truck are probably similar to these.

Let's start with this call number: *Ref*
Z2001
E52

Check the location chart. Where does this book belong?

3. I hope you're saying, "That's a dumb question" or "You can't fool me." Most items with Ref. or Reference above the call number belong in the Reference Room so that should not be on the MATERIALS TO BE RETURNED TO OTHER AREAS shelf.

Let's try another. How about: *Per.*
JA26
I53

4. Anything with Per. above the call number is a periodical and belongs on 3rd Floor.

Now try this one: *ERC*
HQ35
A4x

5. That's a dead giveaway. Anything marked ERC goes downstairs to the Educational Resource Center.

Use the location chart to help you with these:

TT920	*CT310*	*PS3545*	*F1033*
R49	*M247*	*A345*	*B87*
1976	*A35*	*W5x*	

6. Most of the general collection is on 2nd Floor. These items have no special designations other than their regular call numbers. All these belong on 2nd Floor.

Look carefully at the location chart on the left-hand side. You will note there are a few special ranges of numbers that are reserved for items which go to the Music Library.

Which of these items will go to the Music Library and which to the 2nd Floor:

ML49	*MT6*	*ML13*	*ML410*
G46A82	*R52*	*P52*	*S4A134*
1934x			*1969*

---

7. Your anwer looks like this?
   ML49 (Music)   MT6 (Music)   ML (2nd)   ML410 (2nd)

   Swell! Continue on.

   What would you do with items with these call numbers:

Microfilm	*Microfiche*
AP2	*QP111.4*
A4	*S723x*
Reel 938	

---

8. From your library tour you probably remember the Microforms Room on 3rd Floor where most of the microfiche, microfilm and microcard collections are found. These items belong in the Microforms Room.

   Here's an unusual looking call number. Where does this item belong? A1.77:72/5

---

9. The call numbers on Government Publications look different than either of the other two systems we use--the Dewey Decimal system and the Library of Congress system. Two unique features

in a Government Publication call number are a "/" and a ":". They are used only in Government Publication call numbers so any item with those features in the call number will go to the Government Publications area on 3rd Floor. Another feature of a Government Publication number is that is written on one line rather than on two or more as Dewey and LIbrary of Congress numbers are written.

NOTE: Sometimes the words "Government Publication" will be on the item, too, but not always.

What will you do with an item with this designation? *q*
NX60
A7
1969

---

10. That little "q" indicates an oversized book. (Newer books will have "oversize" rather than "q" as part of the call number.) There is a special section for oversized books on 2nd Floor.

    By now you should be familiar enough with the location chart that you can figure out the other special designations which are found on the right-hand side and which you will find on call numbers. As always, ask a librarian if you are unsure.

    You now know where each item on your truck belongs. What do you do with them when you get to the other areas?

---

11. At the service counter on each floor is a book drop. Just put the items in the proper drops. Be careful on 2nd Floor to use the book drop, not the reserve materials drop. In the ERC there is a special drop for films; other items go in the drop around the corner on the other side of the counter.

SCHEDULING

Because class schedules change each quarter, your work schedule will probably need to be changed each quarter also. We will ordinarily begin scheduling for the next quarter during the last two weeks of each quarter. For example, we will begin scheduling for spring quarter during the last two weeks of winter quarter. As soon as you know your class schedule, it will be to your advantage to come in to be scheduled for work. In that way you should be able to schedule times convenient for you and also have a wider choice of weekends. (Each student assistant in Reference is expected to work one weekend per quarter. This includes both Saturday and Sunday.) There is a special section in this handbook dealing with weekend duty. If you cannot schedule your work before the end of the quarter, we strongly urge you to come in as soon as possible. We realize that there are often extenuating circumstances such as delays in receiving financial aid which will necessitate your delay in scheduling. We trust, however, that you are interested enough in your work to be scheduled without delay.

During finals week, students often find work and test schedules in conflict. About two weeks before finals we will post a change of schedule form on which you should, if necessary, in consultation with a librarian, adjust your schedule. You are expected to work your regular number of hours during finals week. We will try to be as flexible as possible to help you meet both schedules.

SHELF READING

Most of the units in this handbook can be worked in any order. This one, however, should be done only after you have completed the shelving exercise and have had some experience in shelving materials. It would be advisable to go through this exercise when it is time to do shelf reading.

If materials are to be used, we must be able to find them. That means they must be exactly where they belong on the shelves. In spite of our very best shelving efforts, materials do get out of place--sometimes unreasonably so (a book with a PN call number in the Zs or an item that belongs on 3rd Floor shelved in the Reference Room, for example). The only way to assure that these items are not lost forever is to read the shelves periodically. This simply means CAREFULLY checking every item on every shelf in the entire room. It is an enormous task and a never-ending one. Ideally, we should never stop reading shelves. Of course, we don't have enough staff to do that so we do a thorough shelf-reading only a few times each year. Knowing the basic principles of shelving means there is little new for you to learn concerning shelf reading. (That does not mean that you can ignore the rest of this exercise of course!)

---

1. Let's review some basic rules:

   . The shelves are arranged alphabetically by call numbers.

   . Single letters precede double and triple letters (all Ks before KFs before KFMs).

   . In the first line of the call number, the number is a whole number.

- In the remaining lines of the call number, the number is a decimal (.3 before .35 before .359).

- Sets are arranged either alphabetically (encyclopedias) or numerically (court reporters).

---

2. Go to a section, say the beginning of the H's or the N's or the Q's. Start with the first volume in that section. Check the call number on each volume on the shelf. Look carefully for any of these problems:

   - Volumes in the proper section but not in proper order (usually that second or third line of the call number causes more trouble of this nature than the first line so check all parts of the call number).

   - Items that do not belong in Reference (each item on the Reference shelves have Ref. or Reference above the call number so check that on every volume).

   - Items that belong on Ready Reference. Watch for a Ready Reference label and check every block of wood also.

   - Items in the "M" section that belong in the Music Library. Take a location chart with you and check the numbers that belong in the Music Library to make sure that we don't have any of them on our shelves.

   - In sets, check them alphabetically or numerically, as appropriate, to be sure they are in order.

---

3. The procedure is really quite simple.

- Check each volume.

- Do not try to hurry--accuracy is all important, not speed.

- Remove items which are out-of-place immediately and put them where they belong.

- Watch for items that may have fallen to the other side of the range.

- Straighten the shelves as you go.

- Check all Ready Reference blocks of wood as though they were the actual volume. Be sure they are where they belong--and readable.

4. Finally, when we are doing a full-room shelf reading project, there will be a sheet on the bulletin board where we keep track of progress. Put this information on the sheet each time that you finish shelf reading:

    - The full call number of the first item you read.

    - The full call number of the last item you read.

    - Your initials.

    - The date.

SHELVING

Among the most important, if not most inspiring, things you do in your work as a Reference Room student assistant is shelving. One of the tired old cliches heard in libraries everywhere is something to the effect that a misshelved item is a lost item. It is absolutely true. If a book is a few places off, we *may* find it; if it belongs in the Rs and is shelved in the Ps it could be "lost" for weeks. In order for us and for our patrons to use library materials, they must be properly shelved. It is essential that you learn to do shelving exactly right and then, when you are shelving, that you take the time and care to do it correctly,

Please go through this exercise slowly and carefully. Go over each section as often as necessary to assure yourself that you understand it completely. If you have any questions at all, check with a librarian before proceeding to the next section. If you complete this exercise in record-breaking time, it could result in damage to your credibility!

---

1. Every item shelved in the Reference Room stacks has as its first line in the call number Ref. or Reference--no exceptions whatever.

Cross out those items which do not belong in Reference:

Ref.	*Per.*	*Ref.*	*m.r.*	
Z5781	*NA1*	*LA226*	*813*	*LJ13*
P53	*A51*	*C685*	*L588se*	*N27*
			Li	

---

2. Your exercise should look like this:

Ref.	Ref.
Z5781	LA226
P52	C685

All Reference items are classified under the Library of Congress classification system. The only thing you really need to know about that is that the first line of that call number (after the Ref. or Reference, or course) will begin with a letter or a combination of letters such as K or KF or KFM.

(An aside--strictly for your information. Many items in this library are still under the Dewey Decimal System which is easily recognized because there are no letters in the first line. The line may read 977 or 977.6 or 977.619. You will also note that NONE of these will be designated Ref. or Reference.)

You already know that the item will have a Ref. or Reference designation and the next line will begin with a letter or combination of letters. This will be followed by a number. This number is a WHOLE NUMBER so let's not dwell on this unneccessarily. 5 is smaller than 52 which is smaller than 526. OK? OK.

When we put them together it lines up this way--K will come before KF which will come before KFM and the numbers--well, you know that.

Number these 1,2,3, etc. as you would arrange them on the shelves:

K4892 *KFM261* *KFM48* *K12* *KF967*

---

3. Your answers look like this. Right?

K4892 (2) KFM261 (5) KFM48 (4) K12 (1) KF967 (3)

If not, check your error and determine never to make that same mistake again.

Same song. Second line. Here's where you must be eternally alert. Prepare yourself mentally before proceeding.

There will be a letter at the beginning of the second line. No problem there. Now here's the zinger--that number which follows is a DECIMAL, whether it is so designated or not. (Catalogers see people shelving materials as so exceptionally perceptive that they don't necessarily need a decimal point to know the number is a decimal.) Proceed cautiously!

Thus in the second line of a call number T5 is larger than T15 because it is a decimal and if you, in your perceptive mind, see those decimals and add zeros to even it out, it would read T50 as opposed to T15.

Let's try that again. D186 is smaller than D49 which is smaller than D8. (D186 is smaller than D490 which is smaller than D800.)

Now you try it. Put the numbers in order from the smallest to the largest and add the zeros.

W2956 W984 W87 W6

---

4. W2956 (1) W9840 (4) W8700 (3) W6000 (2)

Any problems there? If not, go on. If you are still a bit uncomfortable with this, back up and go over it again.

Now you may run into a third letter-number combination in the call number. Do not be dismayed. This follows the same pattern. The number will be a decimal.

You could have a call number like this:	*Ref.* *KF264* *J25L36*	*Ref.* *KF264* *J25L275*
And another like the one beside it:		

Tell me the last line of the larger number. Why is it larger?

---

5. The call number ending with J25L36 is larger because those numbers are decimals. L36 is larger than L275 when they are decimals.

   Do not proceed lightly; if you had even a moment's hesitation on this one, back up to 3 and go through it again. Stop a passing librarian if you need help with this. When you feel confident, go on.

   There may be some other lines at the bottom of the call number.

   What would it mean if it said V.5? How would you interpret c.2? What about 1968. (All these at the bottom of the call number.)

---

6. If the last line says V.5, it means that is part of a set and this is volume 5 of that set.

   If the last line says c.2, it means we have multiple copies of that particular item and this is our second copy.

   If it says 1968, that would be the year of publication. This is sometimes added for series or items which come out more than once such as an almanac which is published every year. The call number for each edition will be the same but the year will be added.

   By now, you are undoubtedly much more enlightened about shelving, or bored to tears. Do not consider that a ready excuse for skipping sections or rushing through the exercise. This section is about SETS. With encyclopedias, the law and business materials, Dissertation Abstracts, etc., we have many multi-volume sets. Each item in a set will have the same call number so there must be other ways to determine how to shelve individual parts of sets.

Now to the Council of Planning Librarian bibliographies--there are over 1550 of them. The call number is the same on each one--Ref.Z674.5.C6x. Read that number to yourself Did you say the word thousand? If so, try again. People often have trouble with that one, looking in the 6000 section rather than the 600 section. Now go on to the last line of a call number on one of those bibliographies which might say No. 489 or No. 1276. I'm sure you are way ahead of me now. We shelve these in order by that last number. (Take a look at that section and rejoice that you weren't shelving those before those blocks of wood were put in as dividers.)

The last item to discuss in sets is Dissertation Abstracts. The indexes (Ref.Z5053.X47) are a cinch; they're color-coded and alphabetical. What could be easier? NOTE: These are located in the front of the Reference Room on an index table. Go there now. Turn around to the shelves on the wall right behind you to the Abstracts themselves--all those big, black volumes. The volumes from 1968 on are located here. The earlier volumes are back on the shelves in their normal place.

A volume of Dissertation Abstracts means a full year. It will be bound in several books. To further complicate matters, each volume has an A (Humanities and Social Sciences) and a B (Sciences and Engineering) section. We separate the A and B sections on the shelves (all the As together and all the Bs together.)

Find volume 37 in both the A and B sections. What other distinguishing information is on the spine of each volume?

---

7. The months included in each volume are given (July-August). The year (1976) and the page numbers (1-1044) are given as well as the title and call number. NOTE: Each volume has continuous pagination through the year.

We've added our own little label at the top of each spine which puts the whole set onto an easily identifiable numerical arrangement.

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8. All the aformentioned rules apply to the Ready Reference collection. There are some special features of that section which are covered in this handbook under READY REFERENCE. Check that section if you have questions about shelving Ready Reference items.

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9. Look toward the windows facing the Union to the index tables. These too have special characteristics of which you should be aware. Go over there now and take a good look at all those labels on the spines of the books.

   There is considerable variation in the format of the call numbers. Jot down some of the differences that you note.

---

10. Your list probably includes these designations: Abstract, Per., Ref., Index.

    Now that you've located the differences, look for the similarities. Each item on those tables should have two like labels; locate them.

Index Table x(a no.)	Reference Room

    Check each table to see if these labels are found on all items.

    Now follow through on an item or two. Go to the shelf where the *item would normally be shelved. (Be sure to choose an item with a Reference call number.) What do you find on the shelf?*

---

11. Just as with Ready Reference items, items on the index tables also have a block of wood directing you to INDEX TABLE #. This block of wood is found on the shelves where the item would normally be located and shelved. (Sometimes when items that belong on the index tables are missing, we find them on the shelves in their normal location. Be particularly careful of this when you are shelving items that belong on the index tables. Watch for those blocks of wood!)

    On the counter facing the Reference Room is a list of the items on the index tables, showing on which table you will find each item located. This is helpful when a patron asks you where to find Sociological Abstracts, for example. You can just look on the list.

---

12. You may not believe this; the end is truly in sight. Take a stroll around the Reference Room. You will see several of those stands which hold the giant-size dictionaries. All you really need to observe here is the label which tells you the name of the dictionary which should be on the stand. If it matches, fine; if not, you know what to do to make it right.

---

13. Materials to be shelved are placed on the trucks right outside the door in the Reference Room by the counter area. These should be taken care of as soon as possible--definitely each morning, and other times as necessary.

Before going out to the shelves, arrange all materials on the truck in call number order to facilitate shelving. Pull the truck along with you. Do not pull it between the ranges. Leave it at the end. Then shelve with great care!

NOTE: If you feel comfortable with all aspects of shelving, you are finished with this exercise; if not, go back and go over any section where you feel unsure of yourself. Ask any questions you may have of the librarian on duty.

TATTLE-TAPING

Materials in Memorial Library are protected against theft by a system known as TATTLE-TAPING. Strips of tape (TATTLE-TAPE) are inserted in books and other materials. When the materials are properly checked out at the circulation desks, the tape is desensitized and the patron can leave the building with the materials. If someone tries to take materials out of the building that have not been desensitized in the process of properly checking them out, the tape sets off an alarm at the Doorcheck Station.

All books in the Reference Room are to be TATTLE-TAPED. When trucks of new books come in from the back room, they must be taped before they are shelved. The materials you will need are on the book shelves behind the reference counter. You will need (1) the TATTLE-TAPE strips and (2) a flat metal rod with which to insert the strips. There are two types of strips. One has adhesive on both sides, the other on just one side. We use the strips with adhesive on only one side for most of our materials.

PROCEDURE:

1. Take a TATTLE-TAPE strip and peel back the green plastic covering for about ½".
2. Stick the strip to the end of the metal rod - just enough to hold it on the rod - about ¼".
3. Peel off the green strip and discard.
4. Stand the book on end and spread the book so that the metal rod can be inserted in the spine between the cover and the pages.
5. Run the rod and tape through the spine with the adhesive side toward the outside (the book cover). When the tape is positioned about in the middle or closer to the bottom of the book, close the book, press down on the tape through the spine and remove the rod.

6. Run your fingers the length of the spine to be sure the tape is firmly in place.
7. Be sure the tape is inserted far enough in the spine that it cannot be seen.
8. Do not TATTLE-TAPE anything in a metal binding (such as a three ring notebook).
9. If the tape is longer than the book, it will have to be shortened. Do this by cutting one-half the necessary amount off of each end. It must not be less than 5" in total length, however.

We will need to use double-faced tape for materials in which the spine is too tight to slip the rod through or certain magazine format or paperback materials. If there are blank pages in the back, the tape can be inserted between two of these. If not, open the book randomly but not in the center nor at any natural opening. Remove the green strip on one side and insert the tape as close to the spine as possible. Remove the other green strip. Press firmly in place. It should not be visible but appear as though there were too much glue on the pages.

If you are uncertain whether or not a book has been TATTLE-TAPED, take it to the machine on the shelf under the front counter. Be sure the button is on SENSITIZE. Pass the book, with the spine toward the machine, over the two small circles where you see the light. If the book has been taped, the red light will come on, if not, it won't. Either way you will hear a click.

When you have finished TATTLE-TAPING the books, take the entire truck to the front counter and SENSITIZE each book.

Put a note on the truck stating that the materials have been TATTLE-TAPED, date and initial it and leave it in the counter area.

THE TELEPHONE

The telephone plays a vital role in the delivery of reference service. We use the telephone widely in the conduct of our work. Patrons find the telephone an efficient way to get the information they need without making a trip to the Library. The telephone serves another extremely important function. The caller often receives his first impression of the Library (and you know how important first impressions can be) through a telephone conversation. Therefore, it is essential that all of us handle telephone calls in a courteous, efficient and businesslike manner.

Please work this exercise very carefully; if necessary, go over it twice. If you still feel uncomfortable, go over it again with a librarian. Once you're actually on the line with a patron, it's too late to learn to use the telephone system correctly.

---

1. We have a multiple line system through which all calls coming into the Library can be answered at a central point (generally the Doorcheck Station, but they can be answered in the Main Office or in Reference, simply by flipping a switch). Let's learn about the telephones in the Reference Room.

   Go to one of the telephones in the Reference Room. Check the number of buttons on the telephone. How many are numbered? What does that mean?

---

2. Currently we have six lines in Memorial Library. That means that at any time six people in the Library could be using an outside line. (You will notice there are two buttons without numbers. Those are not used, but could be added later.)

The button on the right is labeled INT. What do you think this means?

---

3. The INTERCOM line is used for communication within the building. It is important for you to be aware of this immediately. ALL CALLS COMING INTO THE REFERENCE ROOM WILL COME ON THE INTERCOM LINE.

Suppose then that the telephone rings and you are to answer it. What will you do?

---

4. As all incoming calls come to the Reference Room on the INTERCOM line we always answer the INTERCOM line when the telephone rings.

Oh, yes, how do we get on that line anyway?

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5. To get "on" the line, lift the receiver, then depress the INTERCOM button.

Once you are on the INTERCOM line there are two possibilities. What do you think they are?

---

6. Calls on INTERCOM can be
   (1) from another area in the Library or
   (2) from the central answering point to inform us that we have a call on an outside line.

   If the call is from within the building, there is little more you need to know. The conversation continues on the INTERCOM line.

But how do we handle those outside calls?

---

7. Outside calls come to a central point (probably Doorcheck) for transfer to other areas. (Let's call the person who is handling that central system the operator.) The operator determines where the call should go, puts the caller on HOLD (more about that later) and dials the area on INTERCOM.

Now what is it that we do when that telephone rings?

---

8. You have it! When the telephone rings, answer it on INTERCOM. This time the operator says, "A call for Reference on line 2."

What's next?

---

9. We get to another line simply by depressing another button.
In this case, 6202. The 620- comes from the Library telephone number which is 389-6201. The other lines are 6202, 6203, etc. When you depress 6202, it automatically disconnects INTERCOM and connects you with the outside line.
Now, as you recall, the operator said the call was for "Reference". That means that anyone in Reference can take the call.

How would you answer the call on line 2?

---

10. A courteous way to answer the telephone and the one we use is, "Reference, may I help you?"
There are now several possibilities and we really cannot anticipate

what a telephone call will bring. Don't panic. As with any other situation in Reference, you handle what you're 100% sure of and refer everything else to a librarian. Courteously, of course.

Suppose the caller asks for a particular person. How will you handle it?

---

11. If the person is in sight, there is no problem, of course. Just hand the telephone over--with a polite "Just one moment" to the caller. Read the following several times and be sure you absorb every word. It is vitally important!

DON'T EVER EVEN THINK OF TELLING A CALLER A PERSON IS NOT IN JUST BECAUSE YOU DON'T KNOW WHERE SHE IS AT THE MOMENT. We are really adamant about this. All of us have received complaints--unfortunately, many complaints--from callers whe have not been treated courteously or have been given wrong information such as "She's not here" when actually she was in another area of the Library.

What do you do if the call is for a particular person and that person is not nearby?

---

12. If you can ask another staff member, do so. She may know. If the person is out in the stacks or in the back room, she may be able to take the call. (We don't drop whatever we're doing to answer the telephone if we're in conference or with a patron.)
If the person is not readily available, it is best to take a message.

How will you COURTEOUSLY and EFFICIENTLY take a message?

---

13. The first essential in taking a message is in having paper and pencil in hand; don't depend on your memory. Write it all down. THIS IS ANOTHER READ IT SEVERAL TIMES AND ABSORB IT ALL SECTIONS. Say to the caller, "Mary is out of the area right now. Could I please take a message?" or perhaps "Mary can't come to the phone right now. Could I have her call you back?" or "Mary is on a call on another line. Would you like to hold or could I have her call you back?" NEVER TREAT THE CALLER ABRUPTLY.

Now what goes in the WRITTEN message?

---

14. A written message includes the following--all of it:

- The person for whom the message is intended.
- The name and the telephone number of the caller.
- The message--"Please call---" or whatever it may be.
- The time and the date the call came in.
- Your initials.

And what will you do with that message?

---

15. If we are to receive messages, they must be where we can find them. This does not mean on the counter or on top of our desks where they can easily get covered up. You may have noticed that we often have messages taped to the backs of our chairs. That's a pretty good place. But if you're unsure, ask a librarian. Just be sure the person for whom the message is intended receives it.

By now I think you are (or should be) well indoctrinated to the

importance of efficient, courteous telephone service. There are only a few more things you need to know.
One is that HOLD button.

What is the purpose of the HOLD button and how do you use it?

---

16. Occasionally it is best to put a caller on hold:
    - if it will take a few minutes to get the information they need;
    - if we need to locate another staff member to take the call;
    - if another call is coming in (it is possible for there to be calls for Reference on several lines at one time).

By depressing the HOLD button (of course, you inform the caller that you will put him on hold for a moment; don't just depress HOLD or the caller may think he has been disconnected), you can keep the caller on the line but not directly connected. The line button (2, for example) will pop up but the light will still be on. If it goes off, you have a problem--you've disconnected the caller. It's notthe end of the world; we've all done it. But let's make every effort to avoid doing so by learning the system well in the beginning.

What do you do when you're ready to talk to the caller again?

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17. When a call has been placed on hold we can reconnect with the caller by depressing the correct line (in this case, 2). That will automatically release the hold. Sometimes we receive a call that really belongs in another area or can best be answered in another area. We then need to transfer the call. The first time or two, you may think this a bit tricky. After that--no problem. In fact you already know the basics involved so let's

know the basics involved so let's see how you put them together. Those "basics" are INTERCOM and HOLD.

Can you figure out how to combing HOLD and INTERCOM to transfer a call?

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18. Transferring a call is a six step process:
    1. Inform the caller (COURTEOUSLY, OF COURSE) that you are going to transfer him to another area.
    2. Place him on hold by depressing the HOLD button.
    3. Locate the intercom number of the person or area to which you wish to transfer the call. There is a list near each telephone. It lists each staff member in the Library as well as the intercom number of each floor.
    4. When you have the correct intercom number, depress the INTERCOM button and dial the number (just the 5 or 009 or whatever). Don't worry about disconnecting the caller; he's still on hold.
    5. Courteously inform the person in the other area of the call on hold. Sometimes a short explanation is in order. At other times just ask them to take the call on line 3 or the line it may be.
    6. Then hang up. Your work is done!

    Go through those six steps a few times until you feel comfortable with the procedures.

    Now go back to that list by the telephone--the one with the intercom numbers.

    What do you notice about the numbers for the Reference staff members? What do you make of that?

---

19. We have two telephones in Reference and each is on a separate intercom line. Those two numbers are for the two lines. Intercom 2 is the telephone in the counter area; intercom 006 is the telephone in the inner office.

While we're near the telephone, let's look at that little black button in the lower left-hand corner.

Any idea what that little black button may be?

---

20. If we need to make consecutive calls or if we get a busy signal and wish to try again, we can disconnect and dial again in two ways:
1. hang up the receiver and then pick it up again or
2. press that little black button--that will disconnect you.

It may sound unnecessary but it's very handy.

We're getting near the end. (Did I hear a sigh of relief?) All we need to know now is how to use the telephone when we need to make a call. First, of course, you must decide if your call goes to another area of the Library or outside.

Let's suppose you wish to call 3rd Floor. How do you do it?

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21. To call 3rd Floor you find their intercom number on that list near the telephone (it's 009). Depress INTERCOM and dial 009. Nothing to it.

But what about outside the Library. Suppose you need to call another office on campus?

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22. You know that all incoming calls come on intercom. Outside calls go directly on a line, however. Choose a line which is not lighted. (A lighted line means it is in use.) If you are familiar with the campus telephone system, you already know that you need dial only the last four digits. Locate the number in the campus directory, depress an unlighted line and dial the last four digits.

Now what about off campus?

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23. The only other thing you need to know is, in order to dial off campus, you get an outside line by dialing "8". Dial "8" plus the seven digit number.

24. Just a couple of informational matters and we're finished:

- These are business telephones. Please do not use them for personal calls unless absolutely necessary.
- If patrons ask to use the telephones, direct them to those in the lobby. There is a pay phone near the Main Office and a campus telephone near the Doorcheck Station. (Locate them now if you don't know where they are.)

Remember that you are representing the Library when you use the telephone. Be COURTEOUS and EFFICIENT and RELAX. It's taken a long time to tell this, but in little time at all it will come "naturally" to you.

TELEPHONE DIRECTORIES

In the Reference Room we have collected telephone directories for our use and patron use. We try to acquire directories from all Minnesota communities. Unfortunately we do have some gaps. We also purchase microfiche telephone directories from communities throughout the country. This collection is by no means complete, but we've collected as widely as possible. Let's learn to find these, both the Minnesota and the microfiche directories.

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1. Go to the shelves in the counter area that face the Catalog Room. In the last section, third shelf down you will find the Minnesota telephone books. At the end of that shelf is a brown notebook.

   Open this notebook. Can you determine how we find the telephone directory we need?

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2. The communities are arranged alphabetically in this notebook. Beside the name of each community is a number. This number is the same that is on the spine of the telephone directory on the shelf. The books are arranged numerically on the shelf.

   Well, why didn't we just arrange them alphabetically on the shelf? That sounds much simpler.

---

3. A telephone directory may contain listings for many communities. For example, the Mankato directory contains listings for thirteen communities. In the brown notebook these communities are just

noted by number, unless you're looking for communities which are listed in the Minneapolis or St. Paul directories. There is a separate list for each of these directories in the front of the brown notebook.

For example, in which directory would you find listings for Bloomington? St. Louis Park? New Brighton? Golden Valley?

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4. Bloomington, St Louis Park and Golden Valley are in the Minneapolis directory; New Brighton listings are in the St. Paul directory.

   By the way have you found the Minneapolis and St. Paul directories? They're on the next shelf down and you should be aware that they are separate directories--patrons often ask for them as though they are one. Also note that the Minneapolis directory has the white and yellow pages in separate volumes so you will need to determine which volume the patron needs when he asks for a Minneapolis directory. Note that the Mankato directory is generally found on that shelf also.

   NOTE: Patrons do not check telephone books out of the building. They generally use them right there at the counter or at a table nearby. Just hand them the directory they request.

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5. Go over to the counter that faces the Reference Room to the microfiche directories. They are found in those three sand colored plastic boxes at the right end of the counter.

   Open a box. What can you determine about the arrangement of these directories?

6. The microfiche directories are arranged in the three boxes alphabetically, first by state and then by community within the state. There are both white and yellow pages for each directory and they can be identified by the color strip at the top of the fiche. Generally you can find the directory you want by going directly to the box and locating the state and the community. This, of course, won't work if you're looking for a community which does not have a separate directory. (Amboy which is in the Mankato directory, for example.)

   Look at the plexiglass holder on the wall to your right. Here you will find a directory to the collection called Community Cross-Reference Guide with the word Phonefiche along the edge.

   Investigate the phonefiche directory to see if you can determine the arrangement.

7. There are several sections to this index. We will investigate only the section near the front of the book where each state is written bold-typed along the edge of the page. If we wish to find a directory for Wall, South Dakota we would turn to the South Dakota section, find Wall and note that it directs us to use the Black Hills directory. It's as simple as that. Practice finding a few to make sure you understand. Don't be alarmed if you look for a community and don't find it listed. Not all communities are in this collection. In that case you must simply tell a patron we can not provide him with that directory.

   NOTE: If you learned to use the microfiche reader previously, you are finished. If not, do so now.

TIME SHEETS

This is an important section that will probably be of great interest to you. In order to be paid, you must fill out a time sheet. These are turned in to the business office every two weeks on the day before payday. Please remember that the paycheck you receive will not cover the pay period which was just completed but rather the preceding one. This means, of course, that it will be approximately four weeks before you receive your first paycheck. It evens out, of course. You will receive a paycheck about two weeks after you have finished working here. Now on to the important part, which is filling out that time sheet so that you do get paid.

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1. The first step is to select the proper form to fill out. You will notice that the forms are different ________.

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2. Each form is a different color.

   Study the forms to see if you can determine which color of form that you should use.

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3. If you are on State Work Study funds, you should have chosen the blue form.

   If you are on Federal Work Study funds, you should have chosen the yellow form.

   If you are not on a work study program but hired out of regular student help funds, you should have chosen the pink card.

OK so far? Let's look at the parts you will need to fill in.

How many parts can you identify? Using the proper color form, fill in as much as you can.

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4. NAME - Last name first, please.
   AREA - That's Reference.
   SOCIAL SECURITY NUMBER - Be sure it's absolutely correct or you will be rejected by a computer!
   SIGNATURE - Do it now and as soon as you start a new time sheet each period. (By the way, I'm sure you already know that you must start a new time sheet every two weeks.)
   HOURS WORKED - You will note that there are thirty-one numbered blocks on the time sheet. That means you put the number of hours you worked that day in the block with the number of the day. The important part of this is that fractions of hours worked are entered as decimals. Thus if you work two and one-half hours you would enter it as 2.5.

   Just to be sure you understand, what would you enter if you worked three and one-fourth hours? One and three-fourth hours? Four and one-half hours?

---

5. Your answers, of course, are: three and one-fourth hours are entered as 3.25; one and three-fourth hours are entered as 1.75; four and one-half hours are entered as 4.5.

   Fill the time sheets in each time that you work; do not wait to fill them all in at the end of the pay period.

File the time sheets alphabetically in the box.

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6. This might be a good time to remind you of a few "necessary to understand" items:

   . You are paid for a fifteen minute break only if you work four consecutive hours.

   . You are not paid for your lunch break. (It is important to to remember these distinctions when you work weekends.)

   . Do not come early so that you can leave early--unless you have checked it out in advance with a librarian. Work the the exact times you are scheduled.

   . Always check it out with a librarian if your work schedule must change for any reason, for example, for a dentist or medical appointment. Then put a note on the bulletin board. READ THAT AGAIN PLEASE! Talk to us about any change in your schedule first; then leave a note. Don't just change your schedule at will.

   . If you must miss a night or weekend that you are scheduled to work, talk it over with a librarian--IN ADVANCE--and then get your own substitute. Leave a note on the bulletin board noting the change and the name of the person who will work for you.

   . If you are ill and cannot work, please call us immediately.

VALIDATING PRINT REQUESTS

As you probably know, we have the capability built into the computerized catalog to print lists of catalog entries offline. When a patron instructs the computer to PRINT a list for him, the computer responds by assigning a number to that request and instructing the patron to bring that number to the Reference counter to be validated for overnight printing.

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1. The patron will inform you that he wishes to have a PRINT request validated (or words to that effect.) Give him a request form to fill out. They are found in the plexiglass holder on the wall to the right of the counter which faces the Catalog Room.

Investigate an MSU Catalog Offline Print Request form. What information do we need in order to validate the request?

---

2. The really important information on a Print Request form is:
   - . Patron's name
   - . Print ID Number-(that's the number the computer gave him and it's absolutely essential)
   - . Number of Citations - Note the item at the bottom of the form which suggests a minimum and maximum number of prints per request. If the request exceeds the maximum number of prints, take it to a librarian. It can be a delicate situation, so "please, we'd rather do it ourselves!"
   - . Disposal of prints - (Hold, Mail, etc.) Be sure we have a box number or an address if they want them mailed. Note

also that we need to collect $1 from the patron in advance if he wishes to have them sent through the U.S. mail. Ask a librarian to write a receipt for this.

Note that the subject of the prints is optional. It's none of our business but it can help to identify the printout. Don't be concerned if that part is not filled in.

Inform the patron that the prints will be ready the next morning.

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3. If print requests are not validated, they do not get printed so it is essential that we do this as soon as we receive the request. Validation has three parts:

   - VA - for validate
   - The print ID number such as 367 (The system is set up to print up to four places. Empty spaces are held by zeros which we can ignore, so if the patron gives you the number 0418 or 0036, just print 418 or 36.)
   - The password which is PASSWORD

   Therefore, to validate request number 0289 you would enter into the computer VA 289 PASSWORD and press the NEW LINE key. The computer will come back with a message telling you that the print has been validated for overnight printing.

   Date and initial the slip in the upper right hand corner where it reads VALIDATED BY and put the slip back in the plexiglass holder.

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4. To be sure you understand the process, make your own PRINT request and validate it.

WEEKEND DUTY

All Reference Room student assistants will be scheduled to work an occasional weekend, generally one weekend per quarter. Weekends are quite different from the normal weekday so you should spend some time in preparation before you are scheduled to work a weekend. One difference is that you will be the only student on duty in Reference. There will also be only one librarian (supervisor) on duty. That may or may not be a Reference librarian. We all take our turns working weekends but so do other librarians in the building. It is quite possible that you will be the only person who regulary works in Reference who will be in the building on the weekend. Your duties on weekends will also differ. Your primary responsibility is to staff the Reference desk. You will be answering the telephone and handling the requests and questions of patrons who come to the counter. This does not mean, however, that you are suddenly expected to become a reference librarian. You should be able to field directional questions--Where are Government publications found? Where can I find this book? Are there any restrooms on this floor? Where can I get change?--But just as you are cautioned at any other time, you are not expected to handle any reference questions. Those are the responsibility of the librarians. Wrong information is far worse than no information! Turn all questions of which you are not totally certain of the answer over to the weekend supervisor. That means you must know where the supervisor is at all times. Make that your responsibility, too.

The hours which the Library is open on weekends can vary from quarter to quarter. They are posted throughout the building. There are several copies on First Floor. Check the hours before you work a weekend. You will be responsible for coverage the full amount of that time. As at other times, you will get a paid fifteen minute break for each four hour shift you work. You will not be paid for your dinner break. Arrange the times for your breaks with the weekend supervisor so that she can cover the desk for you.

Before working your weekend, go through this list. Check all things you feel you can comfortably handle. Go through the exercises or informational portions of this handbook for any items of which you feel uncertain. Ask a librarian if there are any other questions you may have.

Be well prepared for your weekend. Patrons who use the Library on weekends deserve competent service from all the weekend staff.

WEEKEND CHECK LIST

___ 1. Answering the telephone
  a. Taking calls
  b. Transferring calls
  c. Taking messages
___ 2. Library hours
___ 3. College catalogs
  a. Locating paper and microfiche copies
  b. Checking paper copies out to patrons
___ 4. Telephone directories
  a. Locating paper and microfiche copies
  b. Using microfiche directory
___ 5. Card catalog
  a. Locating subject, author and title catalogs
  b. Using card catalog
___ 6. Microfiche readers - using, assisting patrons
___ 7. Computerized catalog - using, assisting patrons
___ 8. Online print requests
  a. Making online prints
  b. Accepting requests
  c. Validating print requests
___ 9. Library of Congress Subject Headings Books - locating, using
___10. Play catalog and film catalog on microfiche - locating, using
___11. Location charts - interpreting
___12. MINITEX and Interlibrary Loan
  a. Accepting requests
  b. Distributing materials, checking for rejections

___13. Index tables - locating items found on them

___14. Dissertation Abstracts - locating, indexes, instruction sheets

___15. Encyclopedias - locating

___16. Tax tables - locating

___17. Periodicals list - locating, interpreting entry

___18. Ready Reference - locating materials, checking out for use

___19. Location of rest rooms, maps, films, audiovisual materials, change machine, xerox machines, Government Publications, Minnesota Room, ERC, newspapers, public telephones, periodicals

___20. Handling request to check out Reference books (you can't)

When you feel comfortable with all the items on this list, you will be well prepared for your weekend. Below are listed the procedures which you should follow when you work a weekend.

1. Report to the front door of the Library five to ten minutes before the Library opens. The supervisor should let you in.
2. Identify yourself to the supervisor by giving her the buff colored weekend duty card. Please do not fail to do this. We must be sure that everyone who is scheduled to work does report for duty; if you fail to report in, the supervisor must take time to be sure you're really here.
3. Turn on lights, roll up the gate and open the doors in the Reference Room if these have not already been done.
4. Your primary duties are to answer the phone and assist patrons with their information needs. Plan to be in the desk area, unless the weekend supervisor is stationed there. (Some are and some aren't.)
5. We will try to leave work that you can do at the Reference Desk. If we don't, look for things to do. There will usually be on-going projects that involve checking items on the terminals. You are paid to WORK on weekends, just the same as weekdays.
6. One-half hour before closing, start the clean-up procedures. See the CLOSING PROCEDURES section in this handbook for details.

Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

The need has long been identified for more efficient methods of training student assistants in the Reference Room of Memorial Library at Mankato State University. Excessive amounts of Reference staff time were devoted to training, which was generally being done on an individual basis. All new students were individually given detailed introductions to the services and materials of the Reference Room by a Reference librarian. A handbook was available which students were asked to read. Primarily because of a lack of time, there was little or no follow-up activity and no practical experience immediately following a reading of the handbook. When large numbers of new students arrived in the Reference Room at the beginning of a new quarter, the training was often hurried, incomplete and inconsistent from student to student. Compounding the problem of giving adequate training to each student were the facts that many students had very few hours allotted for work, that they arrived at irregular times and that they worked widely varied schedules.

A more organized, practical method of training student assistants needed to be devised. A handbook which would provide practical experiences, which would detail a logical order in which the many facilities and services of the Reference Room and the Library would be introduced to student assistants and which would make the training of all student assistants consistent was developed. The handbook contains sections which introduce the students to the services and facilities of the Reference Room, explain their jobs as student assistants and explain the use of the handbook. Other sections include directions for tasks that they will do as Reference student assistants. These are presented as programed exercises. The remaining sections are more informational in nature or deal with procedures.

As most of the work of developing this handbook was done during the summer of 1981, it was not possible to test the materials with a large number of students. There were six students working in Reference at that time, four of them new to the Reference Room. All students were asked to read the information, work the exercises and make recommendations for improvements or changes in the materials. This was done through discussions between the librarians and individual students and by asking each student to write her comments and recommendations. These recommendations were incorporated into the materials which now make up the handbook.

Recommendations

The materials developed for this handbook should be tested by large numbers of student assistants in the Reference Room. All new student assistants should be required to use the materials as a major portion of their training. Experienced student assistants and those returning in the fall, after the summer away from the Library, should be asked to review sections as appropriate or necessary. Recommendations for improvements and changes in the materials should be sought from all users.

As was done during the preparation of these materials, when Reference student assistants worked with the programs, both oral and written comments should be sought from the students. Upon completion of any unit, a short discussion of the strengths and weaknesses of the program should take place between the student and a Reference librarian. Students should also be asked to put their reactions in writing. A standard form should be developed which will seek the pertinent information necessary to determine the effectiveness of the handbook. The reactions sought should relate to effectiveness, clarity, time requirements, ability to hold interest, logical sequence of the steps in the programs and the ease with which students could work through the programs on their own. Provision should be made in the form for allowing students to make suggestions for improvements or changes as well as any comments, either positive or negative, concerning the programs. In order to assure the most valid responses, anonymity should be possible for those who so desire.

These recommendations should be reviewed at the end of each quarter. Wherever possible or desirable, the recommended changes should be implemented. As the handbook is in a loose-leaf format, changes in individual programs can easily be made.

In discussions with students who have used the programs, the format of the materials should be considered; that is, do the students feel that they were able to effectively learn through the use of the programed or informational formats? Written comments should also be sought on the reaction form to determine whether or not each program is in the format best suited to its content. Through actual use of the programs, it may be determined that some formats should be changed.

Finally, the entire Reference staff should be involved in evaluation of the programs. It is probably safe to assume that the burden on staff time necessary for training large numbers of student assistants will be lightened; but is the training as effective as the previous one-to-one type of training. Discussions should be held throughout the year relating to the effectiveness of the handbook as a training aid. Staff members will be asked to make suggestions for changes and improvements which will then be incorporated in the handbook. Revision of the handbook should be a continual process.

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